



Berrinba East State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

The vision of Berrinba East State School is 'Every Student Succeeding – Regardless of Circumstance'. The school vision represents the high expectations we have of all students and the unrelenting focus we have on ensuring their success. Established in 1977, the school is situated near the Berrinba Wetlands in Logan City. With approximately 450 students drawn from a rich cultural tapestry, especially from the Pacific Islands. Our facilities consist of twenty-two classrooms, a newly refurbished library, Multimedia Room, Science Centre, two multipurpose courts, four new playgrounds and Multipurpose Hall with a fully equipped modern kitchen complete our facilities.

Berrinba is named from an Aboriginal word meaning "to the south". The Berrinba East State School logo depicts traditional custodians of the land engaged in learning and is featured on our Indigenous uniform shirt, worn by our students on a Wednesday. Through engagement with community elders and the Berrinba East State School Aboriginal and Torres Strait Islander Community, we embrace Aboriginal and Torres Strait Islander perspectives in our school culture and curriculum.

Berrinba East State School is viewed as a leader within the area of early childhood education with the school having formal partnerships with local Kindergartens and Early Education Centres to ensure quality transitions and the best start to school for our students. Seen as innovators within this field the school has also created and delivered award winning initiatives such as PrepStart (oral language program), JumpStart (pre-prep transition program) and the engagement of an Early Years Coach to develop staff capacity. The school also engages the evidenced based Age Appropriate Pedagogies approach to ensure the needs of all students are met.

As a Positive Behaviour for Learning School, the Berrinba East State School community embraces the expectations of We are Safe, We are Scholars, We are Kind, We are Grateful and we are Mindful. In addition to these expectations being modelled by staff, students and community members, they are also explicitly taught and reinforced through the delivery of our whole school social and emotional wellbeing program, The Resilience Project.

Berrinba East State School is heavily invested in the success of all students through a fully inclusive education model. Supported by a range of support staff, teachers differentiate for all students within the classroom setting. Additionally, the school's Response to Intervention model focuses on the development of skills such as Executive Functioning, Working Memory and Emotional Literacy at a whole class, small group and individual level. As a 'Talking Families' school, Berrinba East State School invest in supporting families through a formal partnership with Family and Child Connect. This enables the school to connect families with external agencies and services while also providing school based support through specialist staff such as a Family Liaison Officer, a Head of Student Services and a Head of Inclusive Education.

All students are encouraged to participate in our strong extra-curricular programmes such as choir, STEM Club, debating, Rugby League Excellence Programs and District/Regional Sport. This is in addition to the many excursions and school camps our students have access to. Berrinba East State School has a strong improvement agenda with a focus Reading, Inclusion and Collegial Engagement with a strong belief that literacy is the key to opportunity. Our staff have a unified sense of purpose as we move the community forward and drive student achievement in Academic performance and student wellbeing.

School progress towards its goals in 2018

Reading was identified as a key focus in 2018 with a focus on lifting the percentage of students within the Upper Two Bands of NAPLAN. A key strategy with this was the continued implementation of Professional Learning Teams with a focus on identifying student needs and collaboratively strategizing with fellow teachers and school leaders. While there was considerable growth from 2017 in all aspects of Year 3 NAPLAN data, there was a notable decline in the Year 5 data. These trends were also identified in the Semester 2 A-E Report Card Data. A core aspect identified when reflecting on these results was a lack of consistency and understanding of the four instructional modes of teaching Reading.

Further implementation of Positive Behaviour for Learning (PBL) was a focus identified through the school's strategic planning process as well as the School Improvement Unit's School Review. Throughout 2018, the school embarked on a journey to embed as a whole school pedagogy, collaboratively redefine the whole school expectations and to embed a whole school approach to acknowledging positive student behaviour. The school was successful with this agenda with school disciplinary absences and major office referrals declining throughout Semester Two while there being a significant increase in recorded positive acknowledgements over the same period. The school also integrated the explicit teaching of The Resilience Project, with its focus on developing

empathy, mindfulness and gratitude, as a core component of PBL. This was evident in the creation of the school's new expectations of We are Safe, We are Scholars, We are Kind, We are Grateful and We are Mindful.

Developing clearly defined expectations, systems, procedures and Roles and Responsibility statements was a key strategy for improving staff morale, promoting feedback and providing clarity for all staff. This strategy saw collaboratively developed Roles and Responsibility statements for all staff, clearly defined 'Agreed Practices' and documented school policies. Expectations, Roles and Responsibilities were embedded in all strategic planning documents such as the Pedagogical Framework, Reading Framework, and Responsible Behaviour Plan for Students and Planning Framework. These clearly defined systems and expectations, along with the feedback that accompanied them, saw an increase in a majority of areas within the annual staff opinion survey that were well above the 10% growth target set at the beginning of the year.

Future outlook

In 2019, the core school priorities will be Reading, Inclusion and Collegial Engagement. Our Reading focus will look to develop a common and consistent approach to the teaching of Reading. Work will focus initially on aligning the whole school practices and planning for Guided Reading to evidence based research. The school will work closely with the South East Region Principal Advisor - Teaching and Learning as well as engage the services of a fulltime Literacy coach to enhance the capacity of all staff within the school.

The alignment of resources and the re-setting of beliefs, understandings and processes will underpin the work the school will be doing in the area of Inclusion in 2019. Interventions and support staff in the areas of disability, behaviour, EAL/D learners, learning support, family support, trauma informed practice and therapeutic services will be aligned through a case management model. Teacher referral and internal data collection processes will identify students with additional needs rather than waiting on the traditional method of waiting for a diagnosis or verification.

Positive Behaviour for Learning (PBL) will continue to be a priority focus for the school in 2019 as we look to embed the many new systems and structures introduced in 2018. The school will continue to work closely with the Regional and Central Office PBL Teams to further enhance whole of school processes. Additionally, the engagement of a fulltime PBL Coach will see instructional coaching complement traditional professional development as a method to embed PBL practice in classrooms.

The school will look to build upon the positive upwards trend of staff opinion survey data by creating multiple opportunities and structures for staff to intentionally collaborate for the purposes of student performance. In addition to the Professional Learning Teams structure to support teacher collaboration for the teaching of Reading, all staff will be engaged in the High Performing Teams model created by Dr Pete Stebbins and the HPT Schools Team. This will see staff form teams that will strategically plan, enact and troubleshoot strategies that align to their moral purpose. In addition to this, collaborative development of a Berrinba East State School Staff Wellbeing Framework will be a priority piece of work in the second half of 2019.

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	448	445	456
Girls	226	222	222
Boys	222	223	234
Indigenous	50	48	51
Enrolment continuity (Feb. – Nov.)	87%	85%	86%

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

The Berrinba East State School student population is reflective of the cultural mix that exists within the Logan Central community. Approximately a third of students come from a New Zealand or Pacific Islander background while approximately 10% of the student population identify as Indigenous Australians. Additionally 25% of students at Berrinba East State School speak English and an additional dialect (EALD).

In 2018, the school saw a rapid rise in the number of students with a verified disability with the amount rising to approximately 10% of the student population. It is anticipated that as the school's processes and connections with external agencies improve, this percentage has the potential to increase in 2019.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	23
Year 4 – Year 6	27	26	26
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

Berrinba East State School has invested significantly in improving our knowledge and practice to provide developmentally appropriate learning experiences for our students. Identified regionally and state wide as leaders in the area of Prep Transitions, the school has worked closely with neighbouring Kindergartens and Early Childhood Education Centres to embrace the Abecedarian approach as a consistent practice engaged by staff between school and kindergarten. This has enabled more authentic conversations and information sharing between both settings and the use of a common language and approach has enabled the school to use transition statements to adequately plan prior to students arriving at school.

The school has also embraced the Age Appropriate Pedagogies approach as a way of providing a gateway towards formal school for students transitioning to school. With a deep understanding of early childhood development, staff in Prep to Year 2 are able to meet students' needs by demonstrating flexibility in their pedagogical approaches and delivery to students.

The school embraces the principles of Explicit Instruction with a particular focus on ensuring precision of the creation of clearly stated lesson intent and success criteria. Clarity in the construction of the success criteria, aligned to the Australian Curriculum achievement standards, empowers staff to provide targeted and timely feedback as well as develop student self-reflection. Additionally, embracing the gradual release of responsibility model combined with strategies to check for understanding enable staff to engage rigorous formative assessment practices that facilitate feedback and differentiation.

These approaches are featured within the Berrinba East State School Pedagogical Framework which unpacks the link between the four pedagogical approaches: Connected Curriculum; Explicit Instruction; Social Emotional Learning; and Age Appropriate and the six core systemic principles: student centred planning; high expectations; evidence-based decision making; alignments of curriculum, pedagogy and assessment; targeted and scaffolded instruction; and safe, supportive, connected and inclusive learning environments.

Co-curricular activities

Berrinba East State School invests significantly in providing a range of experiences for students. These experiences include –

- School Camps, Incursions and Excursions
- Interschool Sport
- Sports excellence programs for Rugby League (Male and Female) and Touch Football.
- Choirs and Music Excellence Programs.
- Cultural Dancing (Tongan, Samoan and Indigenous Australian)
- Dreamtime Club (Aboriginal And Torres Strait Islander Culture)
- STEM (Science, Technology, Engineering and Mathematics) Club and competitions
- School Chaplain and 'Chappy Club'.
- High School Transition programs
- Mathematics Days of Excellence.
- Under 8s day, State Education Week and Book week events
- Mathematics Days of excellence and district competitions.

How information and communication technologies are used to assist learning

Students at Berrinba East State School are provided a range of information and communication technologies to support and enhance their learning. Each teaching block has access to a class set of laptops that are supported by wireless internet across all learning spaces within the school.

The school has invested heavily in resourcing the STEM agenda with students having access to iPads, coding and robotics equipment through the STEM clubs offered at lunchtime and in class activities.

The school employs a 0.4FTE Computer technician to support the infrastructure within the school as well as provide expertise and advice to staff planning learning experiences for students.

Social climate

Overview

Berrinba East State School is a Positive Behaviour for Learning (PBL) School and embraces the principles of positive acknowledgement and clear and consistent consequences. Students are explicitly taught an expectation of the week that is then reinforced in the classroom and playground through the school wide positive acknowledgement system. The school expectations of We are Safe, We are Scholars, We are Kind, we are Grateful and We are Mindful are embedded in all aspects of school life and are explicitly taught and reinforced. The school has clear definitions of unacceptable behaviour and a designated and consistent response when behavioural expectations are not met.

In 2018 the school collaboratively developed a whole school definition, response and roles statements to respond to incidents of bullying and harassment. Within the Berrinba East State School 'Anti Bullying and Harassment Policy' are the roles expected of each member of the school community as well as any participant or bystander to an incident of bullying or harassment.

Berrinba East State School is committed to the social and emotional wellbeing of all members of the school community. The school is an official partner with The Resilience Project which provides a curriculum, aligned to the Australian Curriculum, designed to enhance resilience through the development of Empathy, Gratitude and Mindfulness. This work is tightly embedded within our school's PBL approach and is represented in our school wide expectations. As a partnership school with The Resilience Project, the school also provides the opportunity for staff and community members to participate in workshops and keynote speeches regarding wellbeing and mental health.

Through our school's partnership with the Queensland Family and Child Commission's 'Talking Families' initiative, enables us to provide support to families within our community. This partnership along with employing a Family Liaison Officer, empowers the school to triage families to local support agencies in times of need. This partnership also fosters a sense of collective ownership of our students by the school, families and wider community.

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)	48%	73%	90%
• this is a good school (S2035)	43%	55%	70%
• their child likes being at this school* (S2001)	50%	55%	85%
• their child feels safe at this school* (S2002)	50%	64%	80%
• their child's learning needs are being met at this school* (S2003)	41%	82%	81%
• their child is making good progress at this school* (S2004)	41%	64%	76%
• teachers at this school expect their child to do his or her best* (S2005)	64%	91%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	52%	82%	80%
• teachers at this school motivate their child to learn* (S2007)	41%	73%	81%
• teachers at this school treat students fairly* (S2008)	43%	55%	80%
• they can talk to their child's teachers about their concerns* (S2009)	59%	82%	75%
• this school works with them to support their child's learning* (S2010)	45%	73%	76%
• this school takes parents' opinions seriously* (S2011)	43%	55%	70%
• student behaviour is well managed at this school* (S2012)	32%	36%	50%
• this school looks for ways to improve* (S2013)	48%	55%	76%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	82%	82%	85%

* 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)	92%	87%	94%
• they like being at their school* (S2036)	96%	92%	87%
• they feel safe at their school* (S2037)	89%	90%	81%
• their teachers motivate them to learn* (S2038)	100%	96%	97%
• their teachers expect them to do their best* (S2039)	100%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	92%
• teachers treat students fairly at their school* (S2041)	96%	82%	84%
• they can talk to their teachers about their concerns* (S2042)	89%	80%	86%
• their school takes students' opinions seriously* (S2043)	91%	73%	89%
• student behaviour is well managed at their school* (S2044)	70%	80%	74%
• their school looks for ways to improve* (S2045)	93%	88%	88%
• their school is well maintained* (S2046)	94%	90%	86%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	96%

* 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)	84%	52%	82%
• they feel that their school is a safe place in which to work (S2070)	77%	52%	64%
• they receive useful feedback about their work at their school (S2071)	86%	55%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	90%	91%
• students are encouraged to do their best at their school (S2072)	95%	80%	95%
• students are treated fairly at their school (S2073)	84%	59%	68%
• student behaviour is well managed at their school (S2074)	57%	35%	43%
• staff are well supported at their school (S2075)	71%	41%	51%
• their school takes staff opinions seriously (S2076)	69%	45%	71%
• their school looks for ways to improve (S2077)	86%	66%	91%
• their school is well maintained (S2078)	98%	70%	84%
• their school gives them opportunities to do interesting things (S2079)	81%	55%	76%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Parents are seen as core partners in education of students at Berrinba East State School. Below are the range of consultative practices and communication methods the school engages to collaborate with parents –

- Scheduled Parent/Teacher Interviews in Term 1 and Term 3.
- Student reporting each Semester.
- Consultative processes through the school P&C Meetings.
- Parent forums, workshops and presentations.
- Communication and celebration of student achievement through the 'See-Saw' app.
- Engagement of a Family Liaison Officer
- Collaborative planning of individual student plans.

Respectful relationships education programs

Berrinba East State School uses a whole school approach to the teaching of respectful relationships through "The Resilience Project" lessons. Key components of this program is the teaching of emotional literacy, gratitude, mindfulness and empathy which are the basis for forming, maintaining and resolving respectful relationships. These learnings directly link to the Australian Curriculum for each year level.

Key practices within the school to develop students' knowledge and skills to be able to resolve conflict and to recognise, react and report when they, or others, are unsafe include our Positive Behaviour for Learning lessons. The lessons focused on We are Safe, We are Kind and We are Mindful teach the expectations and strategies for positive relationships.

Last, annually, we hold a White Ribbon Day event including our whole school community. Resources from the respectful relationships curriculum are utilised for classroom learning and we partnered with The Benevolent Society, White Ribbon and Child Safety, Youth and Women to hold a community event sharing stories and highlighting the need for a community driven change.

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	100	85	206
Long suspensions – 11 to 20 days	8	1	9
Exclusions	1	2	3
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 is committed to reducing its environmental footprint through the continual maintenance and upgrade of school facilities. Students are also taught energy and water saving strategies and are acknowledged when they engage in behaviour that supports this.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	164,615	164,576	163,641
Water (kL)	1,223		

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	37	25	<5
Full-time equivalents	35	17	<5

*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	0
Masters	5
Graduate Diploma etc.*	2
Bachelor degree	30
Diploma	0
Certificate	0

*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 \$47,577

The major professional development initiatives are as follows:

- The Teaching of Reading
- Curriculum Planning
- Positive Behaviour for Learning
- Inclusion
- High Performing Teams Framework
- Trauma Informed Practice
- Age Appropriate Pedagogies
- Professional Learning Teams
- Student Centred Leadership
- Essential Skills of Behaviour Management
- Conflict Resolution and Assertive Conversations

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	89%	89%	88%
Attendance rate for Indigenous** students at this school	84%	84%	82%

* 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

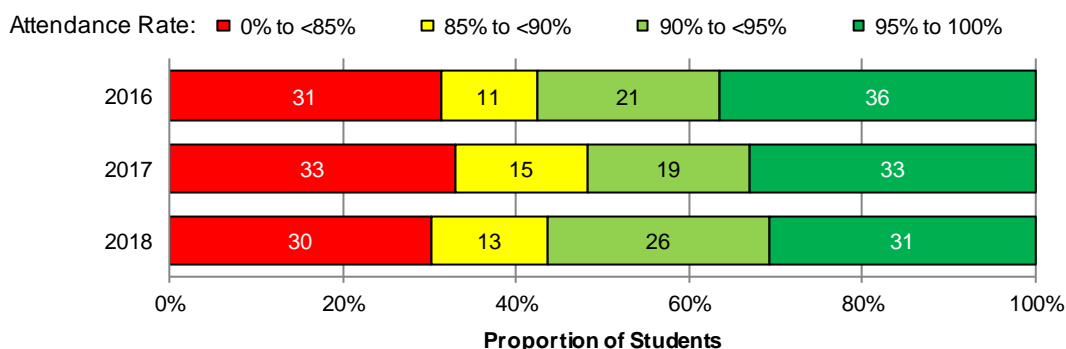
Year level	2016	2017	2018
Prep	89%	89%	88%
Year 1	88%	87%	86%
Year 2	89%	89%	88%
Year 3	89%	90%	89%
Year 4	89%	89%	90%
Year 5	90%	87%	89%
Year 6	89%	89%	88%

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.

Berrinba East State School utilises the SOBS messaging system for same-day notification of unexplained absence. In addition to this, class teachers make contact with parents to discuss unexplained absences and the attendance requirements of compulsory schooling. The attendance requirements are communicated regularly through the school newsletter, parade and our school Facebook page.

When a student does not meet the attendance requirements of the compulsory schooling phase, the following strategies are employed:

- Enforcement of Attendance Process
- Meetings with class teacher, Deputy Principal or Head of Curriculum – Student Services resulting in an attendance improvement plan.
- Connection with the family liaison officer to resolve barriers by connecting the family with external agencies.

The strategies used to

- Acknowledgement of regular attendance at a class level (attendance class of the week)
- PBL Rewards Session for high attending students (95% or above) each semester.
- Whole class tracking and celebration of attendance targets.
- Individual student attendance goals and acknowledgement charts

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	
Search by school name or suburb		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
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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.