



Mount Crosby State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Mt Crosby State School is a fantastic Queensland public school. Our students achieve high standards both in academic areas and sporting pursuits. Our instrumental music students have won Gold awards in various competitions. We provide a quality education program in a supportive environment where all students are supported to improve their learning outcomes. Our staff are highly dedicated professionals who provide a wonderful learning environment for students. We have a strong commitment to inclusive education where all learning needs are catered for in supportive, regular classroom environments. Staff morale is high. The enrolment numbers in our school continue to grow. The student attendance rate is at approximately 94% and transience of our students within a year is less than 5%. The majority of students are from English speaking backgrounds and only a small percentage of students have different cultural backgrounds. The students come from 28 different suburbs to attend our school. The Parents and Citizens Association help provide essential services such as Tuckshop, uniform shop and Outside School Hours Care for our students. They also help to provide additional resources to our school.

## Our Vision

Every student succeeding, every day.

## Our purpose is to maximise the learning outcomes of every student through creating an environment which:

- Is inclusive, safe, supportive and challenging
- Promotes persistence
- Partners with our parents and community to embed a learning culture
- Inspires and engages a community of confident and empowered learners
- Develops independent, resilient, life-long learners
- Develops adaptable global citizens for the diverse world around them
- Has high expectations
- Provides opportunities to work effectively with others
- Values growth and teamwork

## Our beliefs:

- Every student can achieve to the best of their ability, given the appropriate support and environment.
- All teachers can teach to high standards, given the appropriate support and environment.
- Students need a learning environment where they can achieve to the best of their ability and an environment that is safe, respectful and supportive.
- Positive attitudes contribute to success.

## Our Values

We instil the values of respect, responsibility, honesty, compassion and resilience.

## School progress towards its goals in 2018

This report reflects the 2018 school year for Mount Crosby State School. There was very little staff turn-over and student enrolment in 2018 was around 670.

Mount Crosby State School is a learning environment that prides itself on having high expectations for learning, behaviour, school pride and a positive, safe and respectful learning environment. The improvement of student learning outcomes for each and every student is at the heart of what we do.

The staff are a highly dedicated group of professionals who provide a high quality education for our students and show ongoing commitment to inclusive education where all learning needs are catered for in supportive, classroom settings.

It is with pleasure that we present our 2018 School Annual Report. This report provides information about our school, in terms of achievements, our school culture and environment and our future priorities.

School Priority Areas	Progress / Achievements	Achievements
<p><b>School Improvement Focus:</b></p> <p>Reading</p>	<p>Embedded the Mount Crosby State School Reading Framework across the whole school.</p> <p>Data conversations during Year Level Meetings were conducted, focused on improving reading outcomes occurred for each year level.</p> <p>The Case Management approach continued which is a collaborative problem-solving process to assist teachers to discuss, plan for and implement high yield strategies for students who are stuck in Reading.</p> <p>Resources were aligned to improving reading outcomes. Intervention and extension was provided to students through the reading support and intervention program to improve student outcomes in Reading.</p> <p>Administered Early Start Assessments for all prep students in English and analysed this data to improve outcomes for students.</p> <p>Review of Reading Comprehension strategies commenced to ensure consistency of what we are teaching.</p>	<p>NAPLAN reading outcomes improved in 2018, particularly in Year 3.</p>
<p><b>Australian Curriculum</b></p>	<p>Professional development was provided to teachers to develop and deepen their understanding of the Australian Curriculum, particularly in the learning areas of The Arts.</p> <p>Time was given to teachers to plan with the Head of Curriculum to ensure that there was a close alignment to the Australian Curriculum.</p> <p>Teachers implemented the Australian Curriculum for key subject areas of English, Mathematics, Science and The Arts.</p>	<p>Percentage of students receiving a C or above in English improved by 7% overall.</p>
<p><b>Teacher Practice</b></p>	<p>Literacy Coaches and Master Teacher worked with teachers on improving the teaching and Reading.</p> <p>Introduced a Coaching Framework to support teachers to improve teaching practices. Percentage of teachers</p>	<p>Percentage of teachers accessing coaching has increased by over 25%.</p>
<p><b>Principal Leadership and School Capability</b></p>	<p>Walkthroughs and observation and feedback was provided to teachers around teacher practice, particularly around the teaching of Reading.</p> <p>All teaching staff engaged in the Annual Performance Review (APR) process to continue developing their own professional learning.</p>	<p>100% teachers engaged in the APR process and 100% teachers have submitted a developing performance plan.</p>
<p><b>School Culture</b></p>	<p>Embedded whole school approaches to teaching and reinforcing positive behavior and continued with the 'Crosby Cup'.</p>	<p>100% teachers teaching positive behaviours on a weekly basis.</p> <p>Crosby Cup points handed out on a daily basis to students.</p>

## Future outlook

### READING

- Embed whole school reading framework and program with a focus on teaching the six aspects - Phonemic Awareness, Phonics, Oral Language, Fluency, Comprehension and Vocabulary with a focus on Modelled, Shared, Guided and Independent Reading.
- Provide professional development where needed on the six aspects of reading as well as close reading, modelled reading, guided reading, shared reading and independent reading.
- Provide re-fresher professional development for teacher aides on the teaching of reading.
- Implement an observation and feedback cycle with teachers, through learning 'walks and talks' and coaching, to support their improvement of teaching of reading practices.
- Provide PD and planning time for teachers to be able to build their knowledge and skills around identifying, teaching and assessing the reading elements across all subject areas.
- Employ Literacy Coaches to support teachers in improving their practices around the teaching of reading, to ensure consistency and the teaching focus on where the students are at.
- Conduct fortnightly Year Level Meetings to discuss and analyse reading data to inform the next teaching and learning cycle, differentiation and assessment.
- Conduct planning sessions each term to ensure that planning is focused on reading data, the differentiation required for each student to improve their reading and an explicit teaching and learning cycle based on data.
- Conduct Case Management Meetings each term so that teachers have opportunities to discuss students who are not progressing with their reading and/or require a differentiated teaching approach.
- Using a Cycle of Inquiry process to analyse English assessment task data to inform the next teaching and learning required in the next English Unit.
- Administer Early Start Assessments for all prep students in Literacy and analyse this data to inform planning and differentiation – beginning of year and end of year.
- Provide PD and moderation activities around the use of running records.

### WRITING

- Improve the teaching of writing through conducting book studies on 'The Writing Revolution'.
- Provide teachers with coaching and PD around the teaching of Writing.
- Conduct moderation of student writing at a school level and cluster level.

### NUMERACY

- Develop a planning document to ensure a clear alignment to the Australian Curriculum.
- Embed daily warm-ups in every classroom to improve automaticity of number facts.
- Provide parent workshops in the teaching of mathematics so they can support their child at home.
- Set targets for students to achieve National Minimum Standards and Upper Two Bands in Numeracy in NAPLAN.

### STEM

- Establish a STEM Committee to develop a whole school approach to embedding STEM pedagogies into our curriculum.
- STEM committee to develop year level STEM projects and lunchtime STEM projects for Extension students
- Source resources to complement these projects.
- Source partnerships with USQ and / or CSIRO to support the development of STEM projects in our school as well as conducting Professional Development for teachers.

### CURRICULUM

- Continue providing teachers with planning time to ensure that there is a clear alignment to the Australian Curriculum – what they teach, assess and report on.
- Provide PD to teachers around the implementation of Digital and Decision Technologies and HAAS
- Provide PD and planning time for teachers in English, Maths and Digital and Design Technologies to ensure full implementation of the Australian Curriculum in these areas by the end of 2019.

## SCHOOL AND COMMUNITY

- Continue the work of the School and Community Committee to improve partnerships in the school and community and to improve communication between home and school and improve parent engagement.
- Meet with prep-pre centres and kindergartens to work on a transition plan, discuss strengthening partnerships, sharing of best practice and data collected from the Early Start assessment tool and AEDC, particularly around reading readiness (oral language, concepts of print).
- Provide PD to pre-prep parents around school readiness for Prep.
- Continue school visits to pre-prep centres to a) meet the Directors; b) look at emerging needs and issues; c) build stronger partnerships and d) gathering data and information about new enrolments for Prep.

## TEACHER CAPACITY

- Implement an observation and feedback model for teachers, aligned to their Annual Performance Review plans, with a focus on improving teacher pedagogy around explicit instruction and also improving student outcomes in English, particularly Reading and Writing.
- Teachers to work on explicit improvement goals and engage in the Annual Performance Review process to further their professional learning.

## ATTENDANCE

- Implement the school's attendance policy (including new procedures for same day student absence notification) to ensure consistency of practices and ensure that staff and families are aware of the requirements.

## SCHOOL CULTURE

- Embed whole school processes for teaching appropriate behaviour and following through with inappropriate behaviour.
- Establish a Student Learning and Wellbeing Committee to review the Student Learning and Wellbeing Framework and determine strategies and actions to support student learning and wellbeing in our school.

## PEDAGOGY

- Implement the 'Mount Crosby Way' – our Pedagogical Framework.
- Further develop a culture of learning in our school to include a vision, a purpose and high expectations for attitude to learning, behaviour, bookwork, uniforms and attendance.
- Conduct professional development sessions and learning circles around the 'Writing Revolution'
- Conduct learning 'walks and talks' using Sharratt's five questions.
- Provide coaching to teachers around Explicit Instruction and strategies from 'The Writing Revolution'.

## Our school at a glance

### School profile

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

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	706	697	661
Girls	322	317	309
Boys	384	380	352
Indigenous	20	24	25
Enrolment continuity (Feb. – Nov.)	97%	95%	93%

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 enrolment numbers at Mount Crosby State School have shown a slight decline due to the decline in 0-4 year olds in our area. The majority of our students have English as their first language with a small percentage of students coming from different cultural backgrounds. 3.3% of our student population is of Aboriginal and Torres Strait Islander background and approximately 3.9% of our students have a disability. The majority of these students have been verified with an ASD diagnosis. Our SEP students are integrated into the mainstream classrooms.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	27	27	26

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

- Our school implements the Australian Curriculum from Prep to Year 6
- A team approach to planning and implementation of all curriculum units
- The integration of ICT into all units of work in all year levels
- Reading support program – our school offers daily reading support and intervention for students in Prep to Year 6

### Co-curricular Activities

- Instrumental Music – Junior and Senior Bands
- Strings program – Junior and Senior
- Choir (Junior Choir and Glee Club)
- Student Council
- Gardening Club
- Inter-School Sport including Soccer, Netball, Rugby League, Tennis, AFL, Basketball, Cricket
- Year 6 camping program
- Excursions and visiting shows linked to current units of work for each year level
- Annual Concert

## How Information and Communication Technologies are used to Assist Learning

Mount Crosby State School integrates ICT into teaching and learning across all subjects. ICT is used to enhance learning from Prep to Year 6.

To support staff in integrating ICT we:

- Provide every classroom with an Interactive Whiteboard
- Provide digital technologies programs to enhance student learning such as Mathletics, Reading Eggs, Reading Express and Lexcile
- Year 5 and 6 students have a bank of laptops to share between classes
- Maintain a ratio of computers to students across Prep to Year 6 at 1:5
- Have a computer replacement schedule so that computers are updated
- Some classes have access to tablets to enhance their learning

## Social climate

### Overview

At Mount Crosby State School, there are high expectations for student behavior and wellbeing. Our school continues to build a learning environment which encourages respectful, responsible and safe behavior. A high priority is given to building and maintaining positive caring relationships between staff, students and parents. Our chaplaincy programs continues to develop and provide support to our students and parents within our community. Our Responsible Behaviour Plan for Students provides a structured program for teaching positive and responsible behavior and has clear processes for responding to bullying and incidents of inappropriate behaviour. Relationships with our parents is vital in this.

We recognise and reinforce daily and weekly students who behave responsibly and appropriately in our school. This is in the form of Crosby Points, Student of the Week Awards and Crosby Cards.

### 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)	100%	93%	97%
• this is a good school (S2035)	100%	95%	96%
• their child likes being at this school* (S2001)	98%	92%	96%
• their child feels safe at this school* (S2002)	98%	95%	97%
• their child's learning needs are being met at this school* (S2003)	98%	91%	92%
• their child is making good progress at this school* (S2004)	98%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	93%	95%
• teachers at this school motivate their child to learn* (S2007)	96%	93%	97%
• teachers at this school treat students fairly* (S2008)	98%	93%	91%
• they can talk to their child's teachers about their concerns* (S2009)	98%	99%	97%
• this school works with them to support their child's learning* (S2010)	96%	91%	93%
• this school takes parents' opinions seriously* (S2011)	92%	89%	83%
• student behaviour is well managed at this school* (S2012)	98%	90%	81%
• this school looks for ways to improve* (S2013)	98%	93%	94%
• this school is well maintained* (S2014)	98%	96%	100%

Percentage of parents/caregivers 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	98%	99%
• they like being at their school* (S2036)	94%	96%	93%
• they feel safe at their school* (S2037)	95%	97%	98%
• their teachers motivate them to learn* (S2038)	94%	98%	99%
• their teachers expect them to do their best* (S2039)	97%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	98%
• teachers treat students fairly at their school* (S2041)	89%	93%	95%
• they can talk to their teachers about their concerns* (S2042)	94%	90%	96%
• their school takes students' opinions seriously* (S2043)	89%	89%	92%
• student behaviour is well managed at their school* (S2044)	87%	94%	96%
• their school looks for ways to improve* (S2045)	96%	97%	98%
• their school is well maintained* (S2046)	99%	99%	98%
• their school gives them opportunities to do interesting things* (S2047)	96%	90%	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%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
• they receive useful feedback about their work at their school (S2071)	95%	87%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	91%	96%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	100%	93%	100%
• staff are well supported at their school (S2075)	98%	85%	95%
• their school takes staff opinions seriously (S2076)	95%	86%	93%
• their school looks for ways to improve (S2077)	100%	95%	98%
• their school is well maintained (S2078)	95%	98%	95%
• their school gives them opportunities to do interesting things (S2079)	98%	89%	88%

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 strongly encouraged to become involved in their children's education at Mount Crosby State School. Forming positive and productive partnerships within our school and our community is vital. Our school provides the following opportunities for our parents and carers to become involved in our school:

- **Volunteer work** – A significant number of parents volunteer to help in our classrooms with group work and reading and also help with sporting teams, tuck shop and school excursions.
- **Reporting** – Parents have the opportunity to participate in parent teacher interviews at the end of Term 1 and 4. They also receive report cards at the end of Semester 1 and Semester 2. Parents are able to request an interview throughout the year should they wish.
- **Parent-Teacher Information Night** – At the beginning of each year, our parents and carers have the opportunity to meet their child's teacher and ask questions. Other important information for parents and carers is distributed by the school newsletter, class newsletters and emails.
- **Parent involvement** – Parents are encouraged to form positive and productive partnerships with their child's teacher and are highly involved in working with our school to develop strategies to assist their child to reach their potential.
- **P&C Meetings and Activities**– Parents and carers are strongly encouraged to become involved in our school's P&C. Meetings are held in the Resource Centre on the 4<sup>th</sup> Tuesday of the month. All of our parents and carers are invited to attend. Our P&C organise a range of fund-raising activities and events for our school community.
- **Under 8's Day** – Our school organizes Under 8's Day for our students in Term 2. Parents and carers are welcome to join in.
- **Newsletter** – Our newsletter goes out every second Tuesday and allows our school to communicate what is happening in our school and keep our school community abreast of upcoming events, achievements and school priorities.
- **Facebook** – We have increased the uploads to Facebook to further engage our parents and community.
- **School Parades** – These are held every Friday morning and parents, carers and families are welcome to attend. We also hold other special parades such as ANZAC Day Commemoration, Reconciliation Day, Harmony Day and School Leader Badge Presentation ceremonies. Our parents and families are always welcome to share these special days with us.
- **Men and Boys' Nights for Years 3 and 4 and Years 5 and 6** – In Term 1 boys and fathers have the opportunity to participate in a variety of fun activities at school.
- **Garden Club** – This is open to our students before school and is run by parent volunteers.
- **Parent and Community Engagement Committee** – parents are invited to be part of this committee to explore ways to improve parent and community engagement in our school.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## 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	15	24	21
Long suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	1
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

Our School continues to address the issue of reducing our environmental footprint by participating in a recycling program, using water tanks to maintain gardens and using appliances with more judicial care. We have conducted an energy audit and identified ways the school could save energy and reduce power bills.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	204,555	214,637	206,833
Water (kL)	2,806	4,693	1,358

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.

[View School 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	50	27	<5
Full-time equivalents	42	16	<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	
Masters	1
Graduate Diploma etc.*	5
Bachelor degree	43
Diploma	
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 \$34,401.

The major professional development initiatives are as follows:

- Implementation of the Australian Curriculum
- Teaching reading
- Improving writing
- Workplace Health and Safety
- Australian Curriculum
- Class visits and feedback cycle
- Using data to inform teaching

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%	95%	96%

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

From the end of the previous school year, 98% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	91%	90%	90%

\* 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	95%	94%	94%
Year 1	94%	94%	94%
Year 2	95%	94%	94%
Year 3	94%	94%	94%
Year 4	94%	92%	93%
Year 5	94%	94%	93%
Year 6	94%	93%	94%

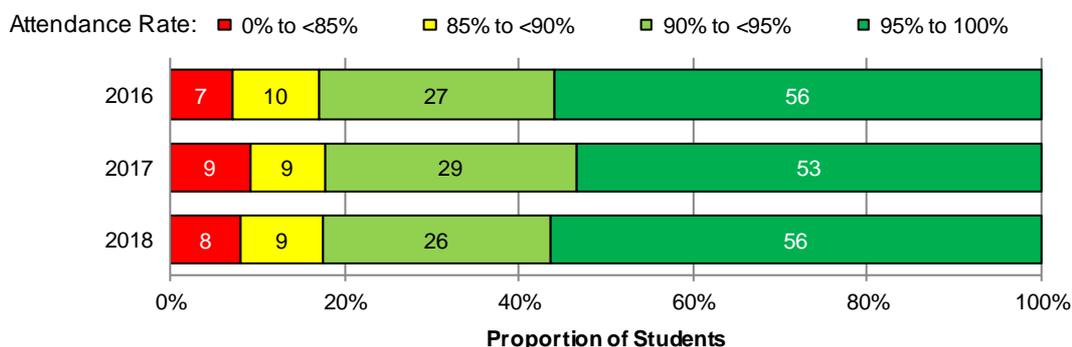
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

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

In our school, class roles are marked electronically twice a day at the start of the day and after second break. A same day student absence notification process was implemented in 2017 where SMS messages are sent to parents and caregivers where a student has an unexplained absence.

Mount Crosby State School's Attendance Policy states that class teachers initially follow up any student absence to ensure an explanation is provided by parents and carers. The Principal and / or Deputy Principals make contact with parents to seek explanation for long, unexplained absences.

Our school has a student absence phone line and a student absence email address. Parents and carers can also contact office staff during the day or speak personally regarding absences.

Each semester, student attendance is reviewed and contact is made with parents of children who have had a significant amount of time away from school. Student attendance is monitored closely and formal contact is made as per SMS-PR-029 should absenteeism be a concern.

Students who are going to be absent from school for greater than 10 days are required to complete an exemption from schooling application for Principal approval.

## 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](#)

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.