



# Our Lady Queen of Peace Primary School Greystanes



## Parent Handbook 2025



## Principal's Message

*'At OLQP we are united by our faith in providing quality Catholic education within a diverse community. We are committed to nurturing a positive environment which values truth, respect and trust.'*

Dear Parents,

Welcome to Our Lady Queen of Peace Primary School, a K-6, co-educational Catholic school that was established in 1957 to serve the early forming community of the Greystanes district. The school began as St Simon Stock Primary School in a building that doubled as the church and was run by the Sisters of Mercy until 1965, and then the Dominican Sisters of Malta. In 1972, the school was renamed Our Lady Queen of Peace.

At OLQP, we acknowledge that Jesus is at the heart of everything we do and are dedicated to living out Gospel values in our daily lives. As a Catholic community, we emphasise prayer, liturgical and faith experiences, social justice issues, and the collaboration between home, school and parish. We strive to embody our school motto, *Veritas* (truth), in all aspects of our lives.

Our school identity is deeply rooted in our Marian charism, which is inspired by the virtues of the Blessed Virgin Mary. This charism is fundamental to who we are and shapes our aspirations as a community of learning and faith.

Guided by Mary's example of humility, compassion and faith, we cultivate a culture of care, kindness and service in all our endeavors. We encourage our students to grow not only academically, but also spiritually and emotionally, fostering empathy, resilience, and responsibility. Like Mary, we aim to help each child embrace their unique gifts, face challenges with courage and serve others with love and generosity.

Our Marian charism is more than just a tradition - it influences the relationships, practices and values that make our community unique. It inspires us to recognise the face of Christ in every person, promoting unity and creating a safe, inclusive space where everyone feels seen, welcomed and valued.

As parents and families, you are a vital part of this journey. We look forward to partnering with you, supporting your child as they grow into their best selves - faithful, compassionate and confident young people ready to make a positive impact on the world.

Thank you for trusting us with your child's education. Together, may we remain inspired by Mary's example as we guide our students on their path of faith, learning and service.

Kym Romanous  
Acting Principal

# At OUR LADY QUEEN OF PEACE

we are united by our faith in  
providing quality Catholic education  
within a diverse community.

We are committed to nurturing a  
positive environment which values  
truth, respect and trust.



### **Our Lady Queen of Peace Primary School**



Address: 1 Braeside Road, Greystanes NSW 2145  
Telephone No: 8842 2600  
Email: [OLQP@parra.catholic.edu.au](mailto:OLQP@parra.catholic.edu.au)  
Website: <https://www.olqpgreystanes.catholic.edu.au/>  
Acting Principal: Kym Romanous  
Acting Assistant Principal: Jane Shelton  
Religious Education Coordinator: Sue Dwyer  
Office Staff: Nicole Buhagiar, Janette Abi-Arrage, Georgina Elias and Lisa Isaac

### **Our Lady Queen of Peace Parish**



Address: 198 Old Prospect Road, Greystanes NSW 2145  
Telephone No: 9631 8135  
Fax: 9896 2711  
Email: [parishoffice@olqp.org.au](mailto:parishoffice@olqp.org.au)  
Parish Priest: Fr Paul Roberts  
Pastoral Associate: Christine Van Arsdale  
Receptionist: Geraldine Ladley  
Website: <https://www.olqpgreystanes.catholic.edu.au/>

### **Catholic Schools Parramatta Diocese**



Address: 470 Church Street, Parramatta NSW 2151  
Telephone No: 9840 5600  
Chief Executive Officer: Jack de Groot  
Website: <https://www.parra.catholic.edu.au/>

### **Ambrose Early Learning, OLQP Greystanes**



Address: 180 Old Prospect Road, Greystanes NSW 2145  
Telephone Number: 8842 2680  
Director: Narelle Bolton  
Website: <https://www.ambrose.org.au/early-learning-our-lady-queen-of-peace/>

### **Ambrose School Age Care, OLQP Greystanes**

Address: Braeside Road, Greystanes NSW 2145  
Phone: 0458 508 444  
Supervisor: Brianna Dasey  
Website: <https://www.ambrose.org.au/school-age-care-our-lady-queen-of-peace-greystanes/>

## OLQP Staff List - 2025

<b>Acting Principal (Term 1)</b>	Kym Romanous
<b>Acting Assistant Principal (Term 1)</b>	Jane Shelton
<b>Religious Education Coordinator</b>	Sue Dwyer
<b>Instructional Coach K-2</b>	Karen Lamerton
<b>Diversity Leader K-2</b>	Elizabeth Talarico
<b>Diversity Leader 3-6</b>	Jane Shelton
<b>Kindergarten</b>	Elyse Provest Ysabella Mani Sarah Lewis Rachel Cleur
<b>Early Stage 1 Leader of Learning</b>	Elyse Provest
<b>Year One</b>	Brittany Perrin Maria Buhagiar Lauren Chivers Gabriela Latoure
<b>Stage 1 Leader of Learning</b>	Alyssa Melacrinis
<b>Year Two</b>	Maddison Burgin Sabrina Granata Nicole Drysdale Justine Rankin
<b>Year 2 Grade Leader</b>	Maddison Burgin
<b>Year Three</b>	Pratigya Poudyal Alana Shelton Brijet Melier Isabella Caroso
<b>Year 3 Grade Leader</b>	Alana Shelton
<b>Year Four</b>	Scott Mortimer Erin Minett Daniela Lubbe Hannah Raffoul
<b>Stage 2 Leader of Learning</b>	Kieran Jackson
<b>Year Five</b>	Vanessa Vartuli Melissa De Gasperi John Munce Georgia Mace
<b>Year 5 Grade Leader</b>	Melissa De Gasperi
<b>Year Six</b>	Nicole Lumagbas Marlaine Kanaan/Natalie Abouchaaya Katherine McCarty Amelia El-Halabi
<b>Stage 3 Leader of Learning</b>	Michael Aboufarah

<b>Intervention/Diversity Teacher</b>	Marianne Holohan Rosie Arrage Cheryl Gunter Jemma Sarmiento
<b>RFF (Creative Arts)</b>	Jenny Kuchta Catherine Fenech
<b>Library Assistant</b>	Anne Nott
<b>Teaching Assistant</b>	Mary Jiggins Jessie Elmargi Monica Calandruccio Faye Abdel Ahad Tania Leplaw Rachael Farrugia Julie Ferrara
<b>Finance Officer</b>	Nicole Buhagiar
<b>Office Administrator</b>	Janette Abi-Arrage Georgina Elias Lisa Isaac
<b>Maintenance</b>	Maroun Mansour

### **School Prayer**

This is our school  
Let peace dwell here  
Let the rooms be full of contentment.

Let love abide here,  
Love of one another,  
Love of all people, love of God,  
And love of life itself.

Let us remember that  
as many hands build a house,  
so many hearts make a school.

## ANTI-BULLYING

Bullying in any form is not tolerated at OLQP. Every member of the school community has the right to learn and teach in a happy and safe environment. The school therefore promotes positive and respectful relationships between all members of the school community.

### DEFINITION OF BULLYING

Bullying is the conscious desire to hurt, exclude or put someone down to make you feel better.

Bullying can be looks, actions or words.

Bullying is serious. It is using power over another person.

### PREVENTION OF BULLYING

When I don't speak up against bullies, I give them permission to continue their bullying behaviour.

Silence does not help the bully because they do not learn that what they are doing is wrong. Silence

does not help me because I continue to feel unsafe. I must tell a teacher if I am being bullied.

All members of the school community must play their part in preventing bullying.

#### 1. **Members of staff will:**

Be positive role models in actions and speech.

Be alert to the possibility of bullying.

Promote a safe and happy playground through active playground supervision.

Implement anti-bullying programs.

Be proactive in bullying situations.

#### 2. **Students will:**

Refuse to be involved in any bullying situations.

Take appropriate action to stop bullying.

Report the incident.

#### 3. **The school suggests that parents:**

Watch for signs of distress in their child e.g. not wanting to go to school, damaged clothing, bruises, cuts or other injuries.

Advise your child to tell a member of staff about the incident. If possible allow them to report and deal

with the problem themselves. They may gain a lot of self-respect by being able to do this. If they can't

report it themselves, inform the school that you suspect your child is being bullied.

Do not encourage your child to retaliate.

Be willing to attend interviews at school if your child is involved in any bullying incident.

Reinforce the view that bullying is not acceptable in our community.

## ASSEMBLIES

Regular assemblies are held at OLQP to provide information, celebrate achievements and share events and learning. Assemblies include:

- Stage school assemblies – Friday afternoon 2:40 pm
- Showcasing Learning and COOL (Celebration Of Our Learning) School:
  - Term 1 - COOL School for Catholic Schools Week
  - Term 2 - Mother's Day liturgy and celebrations
  - Term 2 - Parent/Teacher Conferences
  - Term 3 - Grandparent' Day liturgy and celebrations
  - Term 3 - Book Week
  - Term 4 - Christmas Concert

## ATTENDANCE

By law, students are expected to attend school each day that the school is open. Regular attendance is essential for progress. Upon returning to school, a signed note explaining his/her absence must be forwarded to the office or class teacher as details must be recorded in the class roll. If a student is away for more than three consecutive days and no word from home has been received, the school is obliged to contact the parents/carers with regard to the student's absence.

**Please do not send children to school if they are not well.** Not only do they become very distressed; they also run the risk of infecting other children. If a student becomes ill while at school, a parent/carer will be contacted and the child will wait in sick bay until they are collected.

If you are planning on taking your child out of school for five (5) days or more you must, by law, complete an Application for Exemption from Attendance at School form, which is available from the office. These exemptions need to be approved by the Principal.

### LATE ARRIVAL

Sometimes, circumstances occur that result in a student being late for school. A student is considered late if he or she arrives after the morning bell - that is, after 8:55 am. In this case, it is a requirement for the parent to accompany the student to the office to fill in a late arrival slip before sending the child to class. This will be recorded in the roll as a partial absence. If a student is continually late for school, the parents/carers of that child will be contacted as, collectively, this amounts to a considerable loss of learning time.

### EARLY COLLECTION

The end of the day is an important time of the day for children and their teachers. It is important that children do not leave school early unless absolutely necessary. If you need to collect a child early it is important that the person collecting the child comes to the office to sign them out. Parents are not to go to their child's class to collect them during class time. If you do need to collect your child early we ask that it is before 2:30pm to save extra interruptions for teachers in the last 20 minutes of the day.

## AWARDS

### SCHOOL AWARD SYSTEM

Our award system is aligned to our PBS4L expectations: Learn Well, Look After Each Other and Live Responsibly.



## **GIVING OF AWARDS**

Each class teacher will give 4 awards per assembly when it is their stage's turn for assembly awards. These four awards are based on our school expectations, Learn Well, Look After Each Other and Live Responsibly, as well as our school motto, Veritas (Truth).

These awards will be presented at Friday afternoon assembly at 2:40pm.

It is hoped that every child would have the opportunity to receive at least one award during the year as a means of positive reinforcement, acknowledgement and encouragement.

## **CLASS AWARDS**

This year we have initiated a new element to our awards structure here at OLQP.

Our current system of four class awards per stage assembly remains unchanged. Teachers will hand out two extra merit awards in class. These awards can be given for numerous reasons - they might be for a successful learning achievement or a positive behaviour that they have demonstrated - the reason for the award is a teacher decision each week.

We believe this is a positive step forward in further recognising and celebrating our students' achievements here at OLQP.

Teachers also use positive reinforcement wherever possible and are free to use stickers, award cards, etc in the classroom. Teachers also send children to a co-ordinator, the Assistant Principal or Principal for added positive reinforcement.

## **BEFORE AND AFTER SCHOOL CARE**

This service is available through Ambrose Catholic Early Childhood Learning Centres:

- Ambrose OOSH - 0458 508 444

Staff collect children from the school grounds and escort them to their respective care places.

## **BEHAVIOUR MANAGEMENT AT OLQP**

### ***POSITIVE BEHAVIOUR SUPPORT FOR LEARNING***

PBS4L is an evidence-based whole school process to improve learning outcomes for all students. Based on the school's strengths, it focuses on developing a positive learning environment that supports students' learning and wellbeing. A separate PBS4L handbook can be found on OSCAR for more detailed information about the framework and its implementation at OLQP.

Goals for PBS4L:

- Builds an effective environment where positive behaviour is more effective than problem behaviour
- Builds systems that support teaching, learning and leading
- Creates learning environments that encourage pro-social behaviour
- Teaches students what is expected of them
- Provides a continuum of learning and wellbeing support for students who require more support

## EXPECTATIONS

The three school expectations at OLQP are ...

### Learn Well, Look After Each Other and Live Responsibly

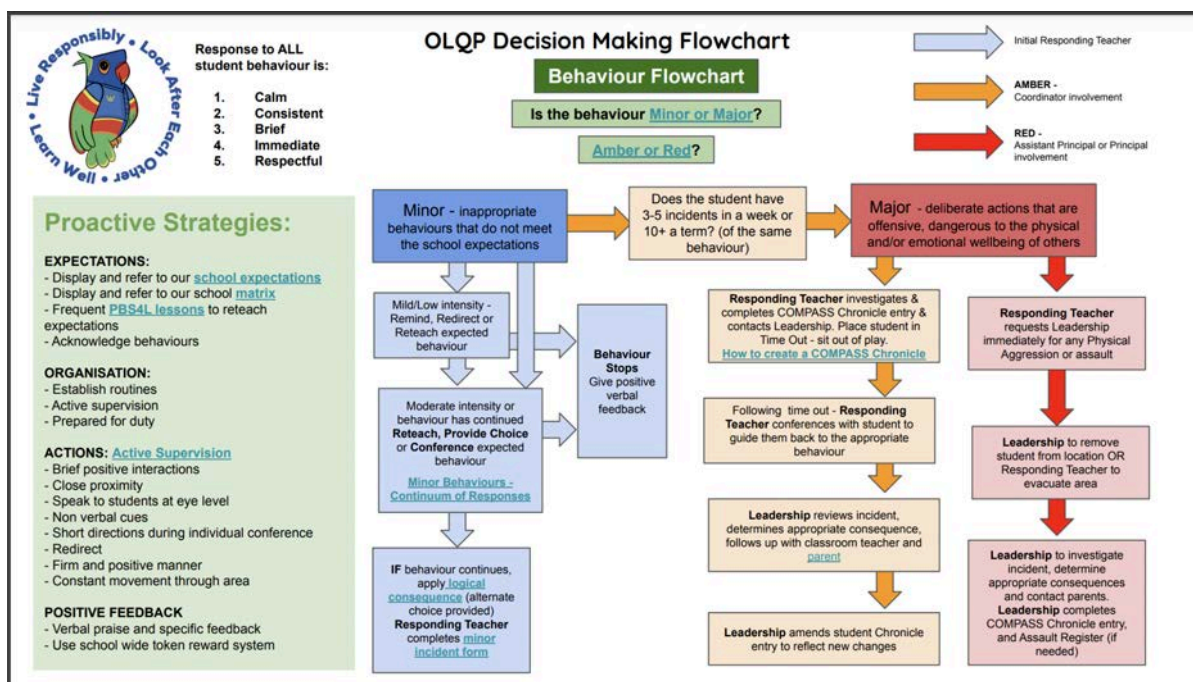
Learn Well	Look After Each Other	Live Responsibly
<p>I listen to others</p> <p>I am cooperative</p> <p>I remain on task</p> <p>I do my best</p> <p>I reflect and respond appropriately to feedback</p>	<p>I take turns</p> <p>I share with others</p> <p>I use my manners</p> <p>I use respectful language</p> <p>I follow directions</p>	<p>I am in the right place at the right time</p> <p>I wear my uniform with pride</p> <p>I look after my own, others and school belongings</p> <p>I keep my school clean</p> <p>I keep my body to myself</p>

In Term 1 of every year each grade's Health unit will be focussed around explicitly teaching the school expectations. In addition to working within classrooms, teachers will address the rules of each specific setting. Throughout the year booster lessons will be taught throughout the year, as the needs arise.

Each class will have a set of rules that have been created in joint construction with the students that are in alignment with the overarching school expectations. Rules should always be phrased in a positive way.

## CONSEQUENCES

At OLQP School every person has a responsibility to follow our school expectations. If a student chooses not to follow a rule, then teachers will follow the decision making flowchart below:



Possible consequences for inappropriate behaviour in all settings -

### Remind, Redirect and Reteach

Remind: verbal or non-verbal prompt to the expected behaviour

Redirect: restate the expected behaviour

Reteach: restate expected behaviour, have student perform it and give feedback

### Time Out

The student will be asked to move to a designated place in the classroom for a period of 5 - 10 minutes with time for the student and teacher to rebuild the relationship.

### Removal from the room

The student is asked to move to another classroom. An appropriate time (suggested 20min) will be negotiated between teachers with time for the student and teacher to rebuild the relationship.

### Executive Support

The teacher will contact the office using the classroom phone and a meeting time will be organised with the Principal / Assistant Principal. Parents will also be contacted and involved in the resolution process.

In 2012, the Australian Government stated that it “does not endorse” corporal punishment in schools and that in 2011 it had launched the National Safe Schools Framework which promotes children’s safety from violence in schools and is endorsed by all education ministers. Under no circumstances is corporal punishment used at Our lady Queen of Peace Primary School.

### Home

If an inappropriate behaviour persists then the parents will be contacted by the Principal / Assistant Principal and action may involve referral to counselling, suspension, expulsion or transfer.

## **BUS TRAVEL**

All children who travel by bus are dropped off and collected from the bus bay in Braeside Road. All Kindergarten, Year 1 and Year 2 children are eligible for a free bus pass to travel to and from school each day. Children in Years 3-6 are eligible for a free bus pass if their home is 1.6 km or more from the school “as the crow flies” or 2.3 km walking route. Children travelling by bus require an OPAL card. Applications can be made online at [transportnsw.info/school-students](http://transportnsw.info/school-students).

### **CHILDREN’S RESPONSIBILITIES:**

- Walk to bus line immediately on dismissal.
- Sit next to school bag on correct bus line for the entire waiting period.
- If there is a need to leave the line for any reason, permission must be sought from bus duty teacher.
- All children must walk to bus in a single file and have passes/money ready for bus driver.
- No minding seats and no bags on seats.
- No standing at any time except if your stop is approaching.

- Correct behaviour should be observed at all times to ensure your safe journey.
- Older children please look out for younger children.

## CANTEEN

The canteen is open every day and lunches may be purchased by using the FlexiSchools app. A menu and price list is also provided to all families. Students may purchase a broad range of snacks at recess and lunch. The canteen is operated by Yummy Bears. A range of foods are offered that are low in fat, low in GI and low in sodium. All meals are made DAILY on the premises. The food choices and practices Yummy Bears Catering offer are closely linked to the Healthy School Canteens strategy.

## CHILD PROTECTION

As members of the school community all staff, including teachers, teacher assistants and support staff, are aware of and follow the mandatory 'Child Protection (Prohibited Employment) Act 1998'. This Act requires any person working in child-related employment involving unsupervised contact with children to complete a Prohibited Employment Declaration.

- When parent helpers or teacher assistants are working with children they are to remain in sight of a class teacher.
- Visitors to the school are to report to the school office on arrival and wear identification while on the premises. Visitors not wearing identification will be asked to report to the office.
- Parents or visitors are not permitted to visit classrooms or walk around the school unless they are working in an official capacity.
- In accordance with Child Protection Legislation all people working with children at OLQP are required to sign a Prohibited Persons Declaration form. Any person refusing to sign this form will not be allowed contact with children.
- The school follows the compliance requirements with regards to the Ombudsman Act when investigating any issues of child protection.
- The school follows the procedures required under the Commission of Children and Young People's Act for employment screening and notification of all staff.

### [ONLINE TRAINING MANUAL – CHILD PROTECTION FOR VOLUNTEERS](#)

It is a System requirement that child protection training be completed by all volunteers commencing work in our schools, and a briefing be held every second year for existing volunteers.

An online training module for use by volunteers is now available. After successfully completing the module an email notification will be sent automatically to the volunteer's email address and to the school email address. This email is a confirmation of the successful completion of training by the volunteer.

To complete the 'Building child-safe communities' training for volunteers go to [www.olqpgreystanes.catholic.edu.au](http://www.olqpgreystanes.catholic.edu.au) and select the "Links" tab. Then click on 'Volunteer Training'. From here you will be directed to the following site - <http://childprotection.parra.catholic.edu.au/training>.

## COMMUNICATION

At Our Lady of Peace we see communication with our families as an important part of developing a good relationship between school and home. Twice a term, a newsletter is sent out to parents via Compass, with a link to the OLQP Parent Website. Throughout the year other correspondence will be sent home as needed. Curriculum overviews outlining the learning for each class are sent home each term to assist you in supporting your child's learning. Copies of all notes sent home are available on the school website.

Parents are always welcome to discuss matters of interest or concern with the child's class teacher, Assistant Principal or Principal. Please ring the school office to make an appointment.

## COMPLAINTS PROCEDURES

OLQP provides a policy and procedures document for the handling of complaints within the school.

This policy is available from the office and on our school website. The basic principles for complaint handling include respect, confidentiality and fair and impartial investigation in a timely manner.

When parents are concerned about student-related issues, it is always advisable to contact the class teacher first. The Assistant Principal or Principal can then be contacted, through the office, if the issue is not resolved.

## COUNSELLOR

The school provides the services of one counsellor who is employed 3 days per week to support students with social and emotional issues where necessary. Permission will always be sought from parents before the counsellor is engaged to work with a student. Intake forms need to be completed by both the counsellor and parents; the counsellor will contact parents directly to discuss the student's needs.

## COUNTERING DISCRIMINATION, HARASSMENT AND BULLYING

Our Lady Queen of Peace considers all discrimination, harassment and bullying to be unacceptable behaviour because it undermines the intrinsic dignity of the individual person. It is the responsibility of all staff and students to respect the rights of others, to never encourage discrimination, harassment or bullying and to contribute positively to the formation of harmonious work and school relationships. The school's policies and practice incorporate procedures that promote anti-racism. These procedures need to be both proactive (acting to prevent racist behaviour) and reactive (providing avenues for response to racist behaviour if and when it occurs). OLQP follows all CSPD policies and procedures in this area. Teachers are asked to be familiar with CSPD policy documents (available on Oscar – *Policy Central*).

Training in **Anti-bullying** and training in **countering discrimination, harassment and bullying** policy and procedures is conducted at a staff meeting for all staff at least once every two years.

The link to CSPD's Bullying Prevention and Response Procedure is [Our Policies | Catholic Schools Parramatta Diocese](#)

### RELIGIOUS EDUCATION

At OLQP we offer each child the opportunity to come to know Jesus, our Saviour, and our Christian heritage. The essential goal of Religious Education in a Catholic school is to encourage and assist children in their growth to Christian maturity. Religious Education curriculum seeks to awaken a sacramental vision of reality, through proclaiming the **‘living voice of the Gospel’**. It governs all contact between community members as we strive to promote the dignity of each person and create a faith community that reflects God’s love.

Religious Education enables children to:

- know and love God, Jesus and the Holy Spirit
- develop an awareness that God is our friend who loves us and walks with us every day
- experience, within a secure school environment, the confidence to cope with life
- grow as active and supportive members of our faith community
- know, share and respond to Jesus’ message of love
- The children are involved in organising and attending class and school liturgies. Parents are most welcome to join our celebrations.

In 2024, Catholic Schools Parramatta Diocese launched a new Religious Education Curriculum called **“Encountering Jesus”**, which will be available for use by our school communities in 2025. This curriculum has been developed by Religious Education leaders in the Diocese of Parramatta and endorsed by leading Catholic theologians, Catholic Scripture scholars and experts in Catholic Religious Education. It has been developed in response to a range of feedback from these experts and from school communities, families and the wider community.

The new Religious Education Curriculum reflects our intention for all of our students to know and love Jesus Christ. For our students from Catholic families, this will serve to nurture and enrich their Catholic faith in support of their families as their first educators of faith. Our Catholic school communities also welcome students from other religious perspectives and this curriculum will help them grow in their knowledge and understanding of the Catholic tradition, which is based on faith, hope and love.

*Encountering Jesus* invites all students to consider how the teachings of Jesus Christ can apply to their lives. It includes opportunities for reflection and prayer, drawing on the wisdom of Mary, the Holy Mother of Jesus, our Catholic saints and spiritual traditions. It also includes a call to faith in action, encouraging students to know and love the teachings of Christ and then live them in their families and communities, to make a difference in our world, and to help build the kingdom of God. We will continue to partner with our parishes and leading Catholic charities, such as Caritas, Catholic Mission and St Vincent de Paul, to support us in offering opportunities to bring the curriculum to life.

*Encountering Jesus* includes reflections connected with every piece of learning that parents and carers can access to stay engaged with the learning of their children. This is very important to us as we seek to support families in sharing the Catholic faith with their children.

### SACRAMENTAL PROGRAMS

OLQP Sacramental programs are family-based within the parish. The school’s role is to support the parish sacramental program. As a parish primary school we exist to provide the children with the

opportunity of living in a caring, Christian community that gives witness to the Gospel values it proclaims. The parish school exists to support you, the parents, with the development of faith and Christian values in your children.

Daily prayer and regular liturgical celebrations are crucial dimensions of our Religious Education program.



## ENGLISH

English is one of the seven Key Learning Areas in the school curriculum K-6. As well as being a key learning area in its own right, English has a wider role as a means of learning in all curriculum areas.

By studying, responding to and creating a variety of texts, children will learn to:

- communicate effectively
- use language to make meaning according to their purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others in their world
- reflect on their learning

Students will value and appreciate the:

- importance of English to learning
- personal enrichment to be gained from a love of English, literature and learning
- power of language
- role of language in developing positive relationships
- diversity and beauty of language
- independence gained from thinking imaginatively, creatively, interpretively and critically.

At OLQP we aim to develop the competence and confidence of all students in learning and using English, thus enabling them to effectively participate in our society. We also support this through:

## MultiLit

MultiLit's approach to improving the literacy skills of struggling students is to combine research and theory with program development. MultiLit is a data driven approach to education, employing programs of proven efficacy and continually collecting data on the effectiveness of the programs deployed.

InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. Elements of InitialLit are covered in Kindergarten, and are designed to be delivered to whole classes by classroom teachers.

MiniLit is an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children who are experiencing difficulties in reading in Year 1 or 2. MiniLit is a small group program (up to four students per group).

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

## Literacy Support

Literacy Support is an effective intervention programme designed to support children from Kindergarten to Year Six who need greater assistance in order to develop the appropriate literacy skills for their stage. In addition to their classroom program, eligible children receive extra support within a small group situation.

## Knowledge Hub (Library Space)

OLQP has a large collection of books to suit all reading and interest levels in the school. Each class has a library borrowing time each week.

## MATHEMATICS

The aim of Mathematics is for children to:

- be confident users of mathematics
- be able to investigate, represent and interpret situations
- develop an increasingly sophisticated understanding of concepts and fluency
- be able to pose and solve problems
- recognise connections between areas of mathematics and other disciplines
- appreciate mathematics as an important and relevant part of life
- demonstrate interest, enjoyment and confidence in using mathematics
- demonstrate perseverance in undertaking mathematical challenges

Students will develop knowledge, skills and understanding in:

- **Working Mathematically** – students will develop understanding and fluency through inquiry, exploring and connecting concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning



- **Number and Algebra** – students will develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
- **Measurement and Geometry** – students will identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- **Statistics and Probability**–students will collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

At OLQP we aim to develop the competence and confidence of all students in learning and using Mathematics, thus enabling them to effectively participate in our society.

### SCIENCE & TECHNOLOGY

Science and Technology aims to develop students' wonder and curiosity about their world, as well as helping them to recognise the importance of science and technology in their lives now and for the future. Science & Technology aims to develop understanding and skills to enable students to:

- work scientifically
- work technologically
- learn about natural and made environments

### HUMAN SOCIETY AND ITS ENVIRONMENT

Human Society and Its Environment incorporates the strands of History and Geography.

In History students will investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, national and world contexts. The curriculum also introduces the idea that History contains many stories and that there is never only one uncontested version. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from remains of the past.

The study of Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It emphasises the importance of interrelationships between people and environments and the different understandings of these relationships. Students apply inquiry skills including asking distinctively geographical questions, planning an inquiry and evaluating information, processing, analysing and interpreting that information, reaching conclusions based on evidence and logical reasoning, evaluating and communicating their findings and reflecting on their inquiry and responding, through action, to what they have learned. They will use tools such as mapping and spatial technologies.

Human Society and Its Environment also includes the study of languages other than English. At OLQP we currently offer a program in Japanese language and culture in Years 5 and 6, together with an enrichment class for students displaying strength in this area.

### CREATIVE ARTS

Creative Arts aims to provide students with basic learning in the artforms through the subjects of Visual Arts, Music, Drama and Dance. Many of the experiences provided lend themselves to integration across other Key Learning Areas.

The curriculum is designed for students to develop knowledge, skills and understanding in:

- making and appreciating artworks
- performing and appreciating music (singing, playing and moving)
- performing (taking on roles and creating imagined situations) and appreciating dramatic works

## Visual Arts

In Visual Arts, students engage with the concepts of artists, artworks, the audience and the world. In making they learn how they can investigate the world through selected subject matter (eg people, objects, places and spaces) and work with the forms (eg painting, drawing, digital works) in expressive ways. These investigations of subject matter and the forms are further developed in their appreciation of artists, designers, craftspeople, architects and their works.

## Music

A specialist teacher is employed to implement the music program during RFF. Students engage in Performing, Listening and Composing as interrelated practices in Music. They develop deeper knowledge, understanding and skills as they apply their learning to inform and enrich their music experiences. Music may be performed, accessed and composed through the senses.

Children in Years 1 to 6 also have the opportunity each year to audition for the school choir, which performs at events, including eisteddfods. The opportunity for individual lessons in playing various instruments is available for those children in Years 3 to 6 who are interested in becoming part of the school band. A fee is charged each term to cover the cost of tuition and instrument hire. Further details are available from the school office.

## Dance

Students engage in Composing, Performing and Appreciating as interrelated practices in Dance. They develop deeper knowledge, understanding and skills as they apply their learning to inform and enrich their dance experiences. Dance may be composed, performed, appreciated and accessed through the senses.

## Drama

Students engage in Making, Performing and Appreciating as interrelated practices in Drama. They develop deeper knowledge, understanding and skills as they apply their learning to inform and enrich their drama experiences. Drama may be made, performed, appreciated and accessed through the senses.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

This program supports the development of the student as a whole person by:

- encouraging an understanding and valuing of self and others;
- promoting physical activity; and
- emphasising informed decision-making leading to effective and responsible actions.

The study of PDHPE is concerned with:

- o Health, Wellbeing and Relationships
- o Movement Skill and Performance

- o Healthy, Safe and Active Lifestyles

Students have an opportunity to develop, strengthen and refine skills across three domains:

- o self-management
- o interpersonal
- o movement

All students are involved in weekly sport lessons. Students will engage in physical education lessons each week, provided by an external provider, 'Play On'. Students will be taught the skills and techniques associated with sports such as athletics and gymnastics.

In addition to this, students have the opportunity to be selected, trained and entered into many competitions across the school, Zone, Diocesan, inter-Diocesan and Stage level in swimming, athletics, cross-country, soccer, netball, etc.

## DROPPING OFF AND COLLECTING CHILDREN

Creating and maintaining a safe environment is of prime importance to the community of OLQP Primary school. Parents and staff work together to ensure this, especially when dropping off and collecting children in Braeside Rd. It is vital that all parents obey the parking and no standing restrictions and remind their children of safety rules. Children must use the pedestrian crossing and parents are reminded not to make U-turns, double-park, park in bus bays or call their children across the road to cars. Parking in the staff car park is not permitted. Most congestion is cleared within 15 minutes so you may consider collecting your children after that time.

## EXCURSIONS

Across the year teachers take classes on excursions or have performers or incursions on the school premises. These are planned to enhance and support a particular unit of work and form an important part of the child's education. It is necessary that all children attend excursions so we endeavour to keep costs, which are included as part of the school fees, to a minimum. A permission note must be returned for a child to attend an excursion.

## HOMEWORK

***The most important homework of all is family living:***

- Lots and lots of family conversation - story telling, jokes, discussions about books read, etc;
- Shared bedtime stories with mum or dad reading to the child or the child reading to parents;
- Quiet reading in bed before lights out;
- Family games, activities and hobbies;
- Regular visits to the local library;
- Selective viewing of TV shows and discussion of these;

- Outings to all kinds of places of social, historic and natural interest; and
- The kinds of imaginative play that comes naturally to children of all ages.

*Such activities encourage and help children become better learners and happier human beings. Whilst homework can be a valuable aid, it is not the most important aspect of a child's education. Homework is helpful when:*

- It gives the chance to consolidate what has been learnt at school;
- It allows for the fact that children learn and work at different rates and have different needs;
- It increases a child's confidence in, and enjoyment of, learning;
- It gives parents opportunities to encourage, express approval and, in general, relate positively to their child/children; and
- It develops productive long-term habits of learning and planning.

### OUR HOMEWORK POLICY

- All children (K-6) are expected to read each night.
- Children in Kinder, Year 1 and Year 2 should be reading for 15-20 minutes every night. This includes the child reading and being read to by an adult. Discussion of what has been read is important to ensure understanding. Any extra homework given should take no longer than 15 minutes. Structured and/ or imaginative play should be actively encouraged.
- Homework is given regularly to Years 3, 4, 5 and 6. Along with reading this may include spelling, carrying out an experiment, finding answers to problems posed at school or working on a current theme or project.
- Children in Year 3 and Year 4 spend approximately twenty to thirty minutes on set work and children in Years 5 and 6 between thirty and forty minutes.
- Homework will not necessarily be the same for every child in the class. Just as children are taught in the classroom based on their needs, their homework will also be set with this in mind.
- Homework should not be a source of worry or frustration for the pupil, teacher or parent. Students are encouraged to complete the assigned work to the best of their ability and to seek their teacher's help if they are having any difficulties.
- The teacher should acknowledge set homework.
- Parents can be of great help to their children by:
  - showing an interest in their activities;
  - listening to their reading; and
  - being sympathetic and patient.
- Homework is of little value to the child if the parent completes it or if it is not supervised. Please help and encourage your child, but allow him/her to do his/her own work.
- Please sign your child's homework. If your child is unable to complete their homework for any reason please acknowledge this through a written note.
- Homework is not given when families choose to take holidays during term time – our recommendation is for the child to read daily and keep a journal while away. Homework is not given when children are absent from school due to illness.

*The following immunisation requirements apply to all students:*

### A. ENROLMENT REQUIREMENTS

As of 1994 the Principal of the school must inform parents of the requirement of an Immunisation Certificate for all children starting primary school in the Kindergarten grade. Parents of children starting in Kindergarten are issued with information regarding immunisation requirements at the pre-enrolment interview.

### B. IMMUNISATION CERTIFICATE

Under the Public Health (Amendment) Act 1992 school principals must request that parents provide the school with an Immunisation Certificate on enrolment. Principals must be able to identify the unimmunised children in order that they can be excluded in the event of a disease outbreak. If a parent fails to provide the school with an Immunisation Certificate, the child will be classified as unimmunised and excluded in disease outbreaks. Schools must forward the Certificate when a child transfers to another school. Secondary schools must retain the Immunisation Certificate for 2 years from the date of completion of secondary education.

### C. DISEASE NOTIFICATION REQUIREMENTS

In the event of a vaccine-preventable disease occurring in a school, the School Principal must:

- Notify the Medical Officer of Health of the local Public Health Unit;
- Ensure that the Medical Officer of Health has access to the school Immunisation Certificates; and
- Follow the Medical Officer of Health's direction and ensure that unimmunised children are excluded for the incubation period of the disease or the duration of the outbreak. A notice that the child is to be excluded and the period of exclusion must be sent home with the child.

In the event of a major disease outbreak in a school, staff from the nearest Public Health Unit and Community Health nurses will be available to assist the clerical staff in identifying susceptible children.

### D. OTHER RESPONSIBILITIES

The school should liaise closely with the Public Health Unit. The school should assist in informing parents of the immunisation requirements and in the distribution of materials pertaining to this.

### NHMRC RECOMMENDED IMMUNISATION SCHEDULE

*The following schedule is recommended for infants/children being immunised for the first time*

<b>2 months</b>	First injection of Triple Antigen (DTP). This is a three-in one vaccine for protection against diphtheria, tetanus and whooping cough.  First dose of Sabin Oral vaccine. This protects against poliomyelitis.
<b>4 months</b>	2nd injection of Triple Antigen (DTP). 2nd dose of Sabin Oral vaccine.
<b>6 months</b>	3rd injection of Triple Antigen (DTP). 3rd dose of Sabin Oral vaccine.

<b>12 months</b>	One injection of combined Measles-Mumps-Rubella vaccine.
<b>18 months</b>	Booster injection of Triple Antigen (DTP).
<b>5 years or prior to school entry</b>	Injection of Combined Diphtheria and Tetanus (CDT) vaccine. Booster dose of Sabin Oral vaccine.
<b>10-16 years (females)</b>	Booster injection of Rubella Vaccine
<b>15 years or prior to leaving school</b>	Booster injection of Adult Diphtheria and Tetanus (ADT) vaccine. Booster dose of Sabin Oral vaccine.

**SCHOOL EXCLUSION PERIODS – TABLE 2**

<b>Disease</b>	<b>Usual Incubation Period</b>	<b>Isolation &amp; Exclusion from School</b>
<b>DIPHTHERIA</b>	Exclude until receipt of a medical certificate of recovery.	Exclude from school until investigated by the Medical Officer of Health of the Public Health Unit.
<b>TETANUS</b>	Exclude until fully recovered.	Not excluded from school.
<b>PERTUSSIS (WHOOPIG COUGH)</b>	Exclude for 14 days from onset of illness or until 5 days of a 14 day course of antibiotics have been completed.	Exclude unimmunised household contacts for 14 days from exposure or until they have had 5days of a 14-day course of antibiotics if they go to a child care centre or preschool. Unimmunised contacts in Primary School (K-6) do not need to be excluded.
<b>MEASLES</b>	Exclude for at least 4 days from appearance of the rash.	Unimmunised contacts should be excluded for 14 days unless immunised within 72 hours from exposure to the disease. Following immunisation the contact can return to school immediately.
<b>MUMPS</b>	Exclude for 9 days after the appearance of the swelling.	Not excluded from school.
<b>RUBELLA</b>	Exclude for at least 4 days after the rash appears.	Not excluded from school.
<b>POLIOMYELITIS</b>	Exclude for at least 14 days from onset and until a medical certificate is produced.	Not excluded from school.

## INFECTIOUS DISEASES

<b>Disease</b>	<b>Usual Incubation Period</b>	<b>Isolation &amp; Exclusion from School</b>
<b>ACUTE CONJUNCTIVITIS</b>	Variable, depending on the type of organism causing the infection.	Until all discharge has ceased.

<b>A.I.D.S</b> <b>(Acquired Immune Deficiency Syndrome)</b>	Ranges from 6 months to 5 years. (Not everyone exposed to the virus will develop the disease).	Students/staff who have been exposed to the AIDS-related virus should not be excluded from school or isolated within the school.
<b>CHICKEN POX</b>	About 14-21 days.	Until fully recovered – for at least seven days after the first spots appear.
<b>DIPHThERIA</b>	About 1-5 days.	Isolate immediately. Take to hospital if possible. It is necessary to stay away from school until a doctor gives a certificate. The doctor can do this after at least two negative nose and throat swabs. The first swab should be taken not less than 24 hours after the child has finished taking antibiotics. The second swab should be 48 hours later.
<b>GLANDULAR FEVER</b> <b>(Infectious Mononucleosis)</b>	Uncertain - from one week to several weeks.	Until recovered or until a medical certificate is produced.
<b>MEASLES</b>	7-14 days. The average is 10 days.	At least five days from appearance of rash.
<b>MUMPS</b>	12-28 days. The average is 18 days.	Until fully recovered. For at least 10 days after the swelling occurs.
<b>RUBELLA</b> <b>(German Measles)</b>	About 14-21 days.	Until fully recovered. For at least 5 days after the rash appears.
<b>WHOOPING COUGH</b>	About 7-14 days.	Isolate immediately. Exclude from school for at least 3 weeks from the onset of the whoop, until fully recovered or a medical certificate is obtained.

## INFECTIOUS DISEASES

<b>Disease</b>	<b>Usual Incubation Period</b>	<b>Isolation &amp; Exclusion from School</b>
<b>IMPETIGO</b> <b>(“SCABBY SORES”)</b>	Variable. About 4-10 days.	The family doctor should be consulted.  If the sores are being treated and are properly covered by a clean dressing, children are allowed to attend school.  If they are not covered and are on exposed parts of the body such as scalp, hands or legs, exclusion is necessary until sores have healed.

<b>PEDICULOSIS (HEAD LICE)</b>	Eggs of lice usually hatch in a week and reach maturity in approx. 2weeks.	Until treatment with anti-lice lotion or shampoo has been undertaken.  Hair should be free of nits. (It is important to follow instructions on the container. If treatment has been given properly, any nits will be dead. Any nits more than two centimetres from the scalp are also dead.)
<b>RINGWORM</b>	10-14 days.	Until appropriate treatment has begun.  The school may ask for a medical certificate to say that this has happened.
<b>SCABIES (‘THE ITCH’)</b>	Several days, sometime seven weeks.	Until proper treatment has begun.  The school may ask for a medical certificate to say that this has happened.
<b>VIRAL HEPATITIS (TYPES A &amp; B)</b>	About 28 days.	Until all symptoms have disappeared or until a doctor issues a certificate of recovery.  For at least seven days from the first signs of jaundice.

## MEDICATION

It is necessary to complete a medical form for any child requiring medication to be administered at school. These forms are available from the school office and must be completed in every instance. Medication is administered by the Principal’s delegate, usually the school secretary, who is trained in this area. Medication cannot be administered without completed forms. Medication should be sent to school in the correct dosage and handed in at the office immediately upon arriving at school. No medication is to be kept in school bags other than an asthma reliever spray.

It is the parent’s responsibility to ensure that all medication provided to the office is within its expiry date. This is especially important for children who require allergy medication, such as antihistamines or epi-pens, to be kept on site. These medications must be kept at school in the office; they are sent on all excursions or activities outside of the school with the child’s teacher.

The school office is not able to keep and administer Panadol to children. If Panadol is required throughout the day it needs to be sent in with a completed medical form as for all other medications.

We request that you do not send your child to school if they are sick. It is also important to ensure that the school office has emergency contact names and phone numbers and that these are maintained and current at all times. When contact numbers change simply send a note to the school office and records will be amended.

## MOBILE PHONES AND SMART WATCHES

It is the general rule of the school that students ***do not*** bring mobile phones or smartwatches to school. If, for a particular reason, this is deemed necessary, a letter must be sent to the Principal outlining the



need. In this case, phones or smartwatches are to be handed in at the office and collected at the end of the day.

## MONEY

To assist with the administration of money matters at school, parents are asked to follow these guidelines.

- **No cash** is to be sent to the office. School excursions are paid for through school fees. On occasion, money may need to be sent in for fundraising or charity reasons, but this money can also be given via the QKR app.
- Parents may pay school fees directly to the school office.

*The preferred method of payment is via EFTPOS.*

## OLQP PARENT GROUP

All parents are invited to attend OLQP Parent Group meetings held each term. These are advertised through the school newsletter and/or email. The group coordinates and encourages parental involvement in information sharing, outreach programs, fundraising, social activities and school promotion.

## PARENT HELPERS

Parents are active tutors in individual class programs and are often asked to take part in class activities such as sport and class excursions. Recent legislation requires all people working with children to complete a Child Protection Course. To complete the Child Protection Course for Volunteers go to [www.olqpgreystanes.catholic.edu.au](http://www.olqpgreystanes.catholic.edu.au) and click on the *Child Protection training module for parents* link, which will take you to <http://childprotection.parra.catholic.edu.au/training>. When helping in the classroom, parents are asked to collect and wear a parent helper badge available from the office. Child Protection Training must be updated every two years. It is the individual's responsibility to ensure their training is up to date.

## PASTORAL CARE

*Pastoral Care at OLQP is a deep and genuine concern for all members of the school community based on the Gospel values we share. This encompasses all facets of daily living and striving.*

### The School Community Of OLQP Greystanes believes:

- everyone is involved in pastoral care;
- pastoral care is characterised by a sense of love, kindness and celebration of living;
- pastoral care is integral to teaching and learning;
- staff pastoral care is a vital component in the culture of care in the school;
- parents are entitled to have continuing contact with a teacher regarding their child;
- pastoral care respects the individual's rights and freedoms;
- pastoral care needs regular evaluation;

- pastoral care arises from shared dialogue between all community members;
- there should be a diversity of approaches and strategies to cater for student needs;
- pastoral care is both implicit and explicit in the way it happens;
- pastoral care should be pro-active rather than reactive;
- pastoral care reflects both an attitude and a process;
- pastoral care is multi-disciplinary; and
- attributes of good pastoral care should be modelled by all community members.

## PEANUT ALLERGY

OLQP has a number of anaphylactic students who have allergies to peanut products. Whilst blanket food bans or attempts to prohibit the entry of particular foods, such as peanuts and tree nuts, into schools are not recommended by experts, OLQP does discourage students from bringing in any peanut butter or Nutella sandwiches or peanut products to school, and work with families to ensure action plans are implemented.

Parents are asked to provide epipens and an action plan from the doctor if their child is diagnosed with this condition. Staff are trained in basic first aid every second year and office staff are trained in senior first aid.

## REPORTING TO PARENTS

Reporting to parents supports students' learning and informs parents about their child's development. Student Learning Reports are issued to parents twice a year, at the end of Term 2 and Term 4. Students in Years 1-6 receive a grade on a 5-point scale - Experiencing Difficulty, Basic Achievement, Sound Achievement, High Achievement, Outstanding Achievement - for each Key Learning Area. Students in Kindergarten do not receive grades, however, all Key Learning Areas are reported on with either a comment linked to the outcome/s or an indicator of Effort. All students learning and social behaviours are also reported on.

Parents are invited to attend a minimum of one parent/teacher/student conference per year, usually following the distribution of the Term 2 Student Learning Report. Appointments may also be requested at other times throughout the year by contacting the school office. At the beginning of each school year, parents are also invited to attend a meeting with their child's classroom teacher to discuss strengths and challenges and to share any information regarding their child to support their learning for the year.

In 2025, Student Learning Reports will be distributed in Term 2, Week 9 and Term 4, Week 9. Formal parent/teacher/student conferences will be held in Term 2, Week 10.

## SACRAMENTAL PROGRAMS

As the family is the faith setting where the child experiences his/her sacramental life, all of our Sacramental Programs (Reconciliation, Eucharist and Confirmation) are family-based. The parish sets the timetable for the three Sacramental Programs each year and invites each family to respond to the programs offered on behalf of each child. The family, in consultation with the parish, decides when each child is ready to be prepared for and receive each sacrament for the first time. At the grade level the school, as part of its Religious Education Program, takes the child through the Scriptural basis of each sacrament and how it has evolved over the last two thousand years.

## SCHOOL FEES

Our Lady Queen of Peace is one of the parish schools of the Diocese of Parramatta. The Diocesan Schools' Boards each year sets school fees, which are standard across the Diocese. These yearly fees are charged in the first three terms of the school year. School fees cover approximately 20% of recurrent costs in the school. The other 80% is funded largely through Government funding.

Catholic Schools Parramatta Diocese decided, after community consultation, to establish a Diocesan School Family Levy that commenced in 1997. The levy is collected at the school attended by the eldest student in the family. In cases of hardship, families may receive a reduction of fees if their financial difficulties can be supported by the appropriate documentation.

Each school community determines its own internal fees to meet the costs of learning resources required to effectively implement educational programs. A Resource, Technology and Excursion/Incursion Levy is determined each year and a detailed account sent to parents in the first three terms of the school year together with the Diocesan fees.

As a parish primary school we exist to serve all Catholic families in the Greystanes parish. The ability or inability to pay fees is never used as a criterion to determine if a family is to join our school community; nor is it used as a barrier against any child attending an excursion or participating in school activities.

## SCHOOL HOURS

### Our School Day K - 5

8:25 am	Supervision Commences Optional Fruit and Water Break
8:55 am - 10:55	Morning Session
10:55 am - 11:25 am	Recess
11:25 am - 1:25 pm	Middle Session
1:25 pm - 1:35 pm	Supervised Eating Time
1:35 pm - 2:05 pm	Lunch
2:05 pm - 3:05 pm	Afternoon Session
3.05 pm	End of School Day

### Our School Day Year 6 (Term 1 and 2 2025)

8:25 am	Supervision Commences Optional Fruit and Water Brea
8:55 am - 10:25	Morning Session
10:25 am - 10:55 am	Recess
10:55 am - 12:55 pm	Middle Session
12:55 pm - 1:05 pm	Supervised Eating Time
1:05 pm - 1:35 pm	Lunch
1:35 pm - 3:05 pm	Afternoon Session
3.05 pm	End of School Day

## SPORTING CLUBS

OLQP supports local football, netball and soccer clubs. Regular newsletters from these clubs are distributed through the school. Please contact the school for further information. Information regarding registration is included in newsletters in Term One.

## SPORTS COLOURS/TEAMS

Our four sports houses are Chisholm (red), Lawson (blue), Macquarie (yellow) and Wentworth (green). Children with older siblings at OLQP join the same house as their sibling. New children will be allocated a sports house early in the school year. A plain coloured T-shirt can be purchased as house colours are worn to events such as the athletics and swimming carnivals.

## STAFF DEVELOPMENT DAYS (PUPIL FREE DAYS)

For the purpose of staff development, Catholic Schools Parramatta Diocese allows nine days a year to all schools. These days are used for staff professional learning. Dates of these Staff Development Days will be advised through the school newsletter. You are asked to make other arrangements for the supervision of your child/children on these days.

## STUDENT PROPERTY

All clothing and property should be clearly marked with your child's name. This includes jumpers, jackets, ties, hats, bags, lunch containers and anything else that can be mislaid. Any labelled articles handed to the office are returned immediately to the child concerned. All remaining lost property can be inspected outside the canteen. At the end of each term any lost property is donated to the school clothing pool (following reminders via the school newsletter).

## SUPERVISION

Morning supervision of children commences at 8:25am. No responsibility can be taken for children arriving at school before that time. Members of staff supervise children waiting for buses and those crossing Old Prospect Road after 3:05 pm dismissal, as well as children waiting for After School Care and those waiting for collection by parents (until 3:35 pm).

Access to the school is via Braeside Road ONLY. The Braeside Road gates will open at 8:25am and close at 8:55am. No children should be left unattended outside the gates prior to this time. For afternoon dismissal the gates on Braeside Road will open at 3:05 pm.

## DISMISSAL – PARENT COLLECTION

### ***Parent Pick Up***

- Parents enter school at 3:05 when gates open.
- Parents collect their own children from Area A.
- Parents/carers are encouraged to collect children and quickly move off the premises.
- Children not collected from this area by 3:20 are taken to the office area.

### ***Kiss 'n' Ride - Learning Street***

- Children who are being collected from Kiss 'n' Ride are walked from their classroom to the Learning Street by one of the grade teachers. They move from their classrooms to this area in

their two lines.

- Once children arrive in this area they are asked to sit inside the Learning Street in grade groups. All students are to sit quietly, listening for their name to be called over the PA system.
- When children hear their surname they walk down the steps to the Drive-through collection area. Here a waiting teacher supervises carefully as the children get into cars.
- **Parents are not to access the Learning Street area for walking in to collect children (except Kindergarten parents accessing Kindergarten rooms).**
- Children not collected from this area by 3:35 are taken to the Office by one of the teachers.
- Once parents arrive children are asked to walk to the front gate to meet parents.

### WALKERS

- Children who are walking are dismissed from Area A at 3:05.
- Children with siblings meet at a designated, agreed upon area (at the front of the school).
- Children walk out independently.
- Parents are required to inform their child's teacher that their child will be a Walker.

### BUS ZONE - BRAESIDE ROAD

- There is one designated bus zone. All students catching the bus at the end of the school day are brought to this area (within the school grounds on the Braeside Road side of Year 3) by a teacher.
- The teacher on Bus Duty supervises students until their bus arrives.
- Students line up and are led by the Duty Teacher to board the buses upon arrival.

*Parents are encouraged to comply with legal requirements at all times.*

## TECHNOLOGY

Technology enriches the educational environment, supports quality education and is an integral part of our Australian society. It is used to assist children across learning areas and to promote active involvement and engagement in learning. At OLQP we presently use Chromebooks and laptop computers, as well as iPads. Currently, Y4-6 have a 'Bring Your Own Device' Policy (BYOD), but any child unable to bring their own device will have access to a school device. Each grade also has access to video and audio equipment, including smart TVs. The school is fully networked using both cable and wireless technology. All children are supervised when accessing web tools and are required to agree to our Acceptable User Policy in order to receive their internet licence and password.

### OLQP ACCEPTABLE USE POLICY

At OLQP we are constantly analysing the way we use technology. Using the internet as a tool for learning and becoming confident, competent users of the latest technology across all key learning areas is important for both students and teachers. As with all types of media, some material may be offensive and inappropriate for students, so we ask that students, teachers and parents work together to make sure that the internet is used as an appropriate learning tool. To achieve this:

- students will be monitored while using the internet
- tasks will be structured to direct students to suitable sites
- teachers will screen sites prior to lessons
- access to the Internet will be through CSPD-commissioned, school-controlled firewalls and

filters

**Acceptable Use of the Internet includes:**

- Maintaining a secure username and password
- Helping others to use the computer and learn new skills
- Enhancing personal skills and acquiring new knowledge
- Developing social skills and computer etiquette
- Respecting others' privacy
- Acknowledging sources of information found
- Protecting individuals by not including names with photos

**Unacceptable Use of the Internet includes:**

- Knowingly engaging in activities that may interfere with the work of others
- Accessing sites that are inappropriate and not related to school-based learning
- Giving out personal or private information about myself or other people
- Accessing or passing on inappropriate materials (e.g. violent, racist etc)
- Publishing photographs of students or teachers without permission

Any child who chooses to use the Internet in an inappropriate manner will have all Internet/computer privileges withdrawn for a period of time as determined by the class teacher in consultation with a Leader of Learning. Parents will be advised in writing. The consequence of any further breach will be determined by the Principal.

Before accessing the Internet, children must read and sign a contract and their parent/carer must give written permission. We also ask that all parents support the school in ensuring that students are using social networking sites appropriately (however, most of these are restricted to students aged 13+). Please note that the use of any social networking sites outside of school hours requires parental control. The school takes no responsibility for student use of these sites outside of school hours.

## UNIFORM

Wearing the correct school uniform is an expectation of our community and an expectation for attendance at school. The basic principle is that students are properly groomed and wear the correct uniform that shows they are ready to take learning time seriously.

In 2024, we surveyed our school community about their hair, jewellery and uniform expectations at OLQP. The feedback was overwhelmingly in favour of upholding our expectations in these areas. 97% of respondents also said that they believed that parents should respect, follow and enforce the hair, jewellery and uniform expectations of our school. We appreciate your support in ensuring your children wear the uniform correctly at all times, do not have fashionable or extreme hair styles, do not wear excessive jewellery or hair accessories, or wear coloured nail polish when at school.

**The following hair styles are not in alignment with our expectations at OLQP:**

- dyed hair (including foils, streaks, temporary hair colour) or perms
- mullets, mohawks, rat's tails, dreadlocks, shaved heads or shaved lines or patterns

In addition, long hair, for both boys and girls, needs to be mostly one length (no undercuts) and tied back at all times. Fringes must not cover the face and need to be pinned back when necessary. The use of hair product must be sensible and not excessive.

Students will be permitted to wear school-coloured hair accessories and clear nail polish. For girls, one pair of earrings (studs or sleepers) is permitted and all students may wear one religious necklace.

Girls will be permitted to wear short, black bike pants/tights under their Summer Uniform, however, they must not be visible. All students will be expected to wear their full school uniform at all times, including ties (during Winter) and the correct coloured socks.

White sports shoes are preferable, and black leather school shoes are to be worn with the school uniform. OLQP has a "no hat – no play" policy, and only school hats are allowed at school.

In 2025, we ask that new and Kindergarten parents purchase an OLQP school bag, but older students may continue to use their existing bags. By 2032, all students will be using the OLQP school bag.

OLQP has a uniform shop on the premises. It is situated at the back of the school, across from the Hall. It is shared with St Pauls Catholic College. Opening hours are Thursday 8:30-10:00 am. Mr Joe Arida and Mrs Elle Arida are the proprietors.

Below is a list of items that make up the school uniform.

<b>Girls Summer Uniform</b>		
SUMMER DRESS:	EXCLUSIVE FABRIC & DESIGN	
FLEECY JUMPER:	NAVY FLEECY JUMPER WITH SCHOOL CREST	
COLLEGE BOMBER JACKET:	NYLON/ FLEECY LINED NAVY COLLEGE BOMBER JACKET WITH GOLD STRIPES	
SOCKS:	WHITE TURN UP	
SCRUNCHY:	EXCLUSIVE FABRIC & DESIGN	
HEADBAND:	EXCLUSIVE FABRIC & DESIGN	
<b>Girls Winter Uniform</b>		
WINTER TUNIC:	EXCLUSIVE FABRIC & DESIGN	
BLOUSE:	SKY PETER PAN LONG SLEEVE BLOUSE	
FLEECY JUMPER:	NAVY FLEECY JUMPER WITH SCHOOL CREST	
COLLEGE BOMBER JACKET:	NYLON/ FLEECY LINED NAVY COLLEGE BOMBER JACKET WITH GOLD STRIPES	
TIGHTS:	NAVY COTTON/LYCRA	
SCRUNCHY	EXCLUSIVE FABRIC & DESIGN	
HEADBAND	EXCLUSIVE FABRIC & DESIGN	
TAB TIE	EXCLUSIVE FABRIC & DESIGN	
<b>Boys Summer Uniform</b>		
SHIRT:	CLASSIC BLUE SHORT SLEEVE SHIRT WITH SCHOOL CREST	
SHORTS:	GREY ELASTIC WAIST	
FLEECY JUMPER:	NAVY FLEECY JUMPER WITH SCHOOL CREST	
COLLEGE BOMBER JACKET:	NYLON/ FLEECY LINED NAVY COLLEGE BOMBER JACKET WITH GOLD STRIPES	
SOCKS:	GREY WITH ROYAL /GOLD STRIPE	
<b>Boys Winter Uniform</b>		
SHIRT:	CLASSIC BLUE LONG SLEEVE SHIRT WITH SCHOOL CREST	
TROUSERS:	GREY ELASTIC WAIST	
Tie	PRE TIED LOOP DESIGN OR SELF TIED DESIGN IN EXCLUSIVE FABRIC	
FLEECY JUMPER:	NAVY FLEECY JUMPER WITH SCHOOL CREST	
COLLEGE BOMBER JACKET:	NYLON/ FLEECY LINED NAVY COLLEGE BOMBER JACKET WITH GOLD STRIPES	
SOCKS:	GREY WITH ROYAL /GOLD STRIPE	

Sports Uniform		
POLO TOP:	ROYAL/ SKY & GOLD PIPING IN COOL DRY WITH SCHOOL CREST	
SHORTS:	ROYAL/ SKY & GOLD PIPING IN PEACH SKIN MICRO FIBRE	
TRACKPANT:	ROYAL/ SKY & GOLD PIPING IN PEACH SKIN MICRO FIBRE	
JACKET:	ROYAL/ SKY & GOLD PIPING IN PEACH SKIN MICRO FIBRE	
SOCKS:	WHITE SPORT STYLE	
ACCESSORIES ALL YEAR ROUND		
BACK PACK:	COMPARTMENT/HEAVY DUTY WITH SCHOOL CREST	
LIBRARY BAG		
BUCKET HAT WITH LICE REPELLENT POUCH:	NAVY WITH SCHOOL CREST	
ART SMOCK		
(NOTE: ALL PRICES QUOTED ABOVE ARE FOR ALL SIZES AND PRICES ARE SUBJECT TO ALTERATIONS)		

## VISITORS

Visitors are always welcome at OLQP. For the safety and wellbeing of your children, the school policy requires all visitors to go to the school office before going anywhere else in the school. All visitors must sign in and state what time and area they will be visiting. They will be issued with a Visitor’s Pass that is to be worn while in the school. Visitors must sign out before leaving.

