



# OLPS Parent Handbook 2026

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*With Love We Grow*

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## VISION AND MISSION STATEMENTS

Our vision is that OLPS will be recognised as a welcoming and contemporary Catholic school where our innovative learning environment prepares students to be future ready for secondary school and life beyond.

It is the mission that all members of the OLPS community work together to provide a learning environment which:

- Offers a nurturing environment where committed and passionate teachers prioritise students' social and emotional wellbeing.
- Lives our shared values of love, compassion, courage, and joy as we welcome all families with a diversity of backgrounds to join our faith filled school.
- Promotes future focused and deep learning experiences that prepare students for success in a changing world.
- Supports opportunities for every child to be challenged to be their very best.

OLPS is part of an integrated system of forty-four schools that offers high quality learning opportunities in a thoroughly professional setting. Our teachers and staff are focussed on their students, and they take a "whole person" approach to ensure that all students not only achieve their academic best but also that their wellbeing and advancement in faith are nurtured.

### ABOUT OLPS

Our Lady of Perpetual Succour Primary School was opened in 1962 with a staff of one Sister of Mercy and 32 Kindergarten children. The school now offers a comprehensive Kindergarten to Year 6 program which is administered by highly qualified teachers and excellent support staff.

As a Catholic School, we share in the evangelising mission of the church. "By their witness and their behaviour, teachers are of the first importance to impart a distinctive character to the Catholic School". (Sacred Congregation for Catholic Education, Rome, 1977). Teachers place the highest priority on individual attention to each student's needs in all key learning areas as well as to their physical, spiritual, social, emotional and academic development.

As well as highly qualified classroom teachers who take responsibility for classroom programs in all Key Learning Areas, the school employs specialist teachers for Creative Arts and Physical Education. Extra-curricular tennis, drama, dance, and chess classes as well as music and band tuition are also available to our students.

OLPS FJ's, Out of School Hours Care (OSHC), is an on-site facility providing paid care before and after school. Staff at FJ's plan a wide range of recreational activities within a safe and creative environment. FJ's hours of operation are 7am-9am and 3:05pm – 6:00pm.

Contact Srilekha Mekala, the centre's coordinator, on 9418 4409, 0419 403 537 or email:

[oshc.westpymble@catholiccaredbb.org.au](mailto:oshc.westpymble@catholiccaredbb.org.au)

## STAFF LIST 2026

Parish Priest	Father Irek Czech SDS
School Principal	Jodi Jefferson
Assistant Principal/Religious Education Coordinator	Maree Anderson
Kindergarten Teacher	Schae Dailey
Stage 1M	Isabella Gane
Stage 2M	Abby Seamons
Stage 2W	Jane Denny ( <i>Monday, Tuesday, Wednesday</i> ) Julia Smith ( <i>Thursday, Friday</i> )
Senior Learning Hub (Stage 3M)	Alexandra O'Kane
Learning Diversity Teacher	Maree Anderson
Learning Support Assistants	Jackie Whympher-Williams ( <i>Wednesday, Thursday</i> ) Stephanie Maloney ( <i>Monday-Friday</i> ) Virginia Tanna ( <i>Tuesday, Wednesday</i> ) Lucy Perosin – library assistant ( <i>Wednesday</i> )
Creative Arts Teacher	Erin Villella ( <i>Monday, Tuesday</i> )
STEM Teacher	Rita Wrightson ( <i>Tuesday</i> )
HPGL Teacher	Andrew Spencer ( <i>Wednesday</i> )
Physical Education Teacher (PE)	Lisa Sargent ( <i>Monday</i> )
Learner Diversity Support Teacher	Judy Betts ( <i>Thursday</i> )
Collaborative Coach	Maree Anderson ( <i>Monday</i> )
Senior School Support Officer	Sally Berry
Canteen Coordinator	Angela Basilisco ( <i>Monday and Thursday</i> )
Enrolment and Marketing Co-ordinator	Tiphannie Condon ( <i>Tuesday and Wednesday</i> )
Parent Engagement Co-ordinator	Louise Johnston ( <i>Tuesday</i> )
School Counsellor	Alison Lumsden ( <i>Wednesday</i> )

# EXPECTATIONS OF OLPS COMMUNITY

## SCHOOLS WILL SUPPORT PARENTS IN:

*(Also see Maintaining Professionalism in Safeguarding – Page 28)*

- Offering a loving, faith filled environment where each student can come to know the meaning of Christ in their lives.
- Being places where each student can learn and feel safe, and parents are recognised and welcomed in a spirit of partnership in student formation and leadership.
- Treating every member of the school community with dignity, courtesy, and respect.
- Involving them in decisions that affect their child's faith formation, learning and wellbeing and providing timely and accurate information about their child's progress.
- Listening to concerns, issues, or complaints, addressing them as appropriate, while continuing respectful, professional relationships.

## PARENTS WILL SUPPORT SCHOOLS IN:

- Sharing their insights regarding their children, whilst respecting the skills, knowledge and expertise of school leaders and teachers.
- Adhering to the school's policies and processes, and any reasonable request by staff.
- Modelling responsible and respectful behaviour within the school community in all interactions.
- Contributing to a safe, harmonious school community where intimidation, bullying, or inappropriate behaviour are not tolerated.
- Requesting a formal interview time with their child's teacher when there is a concern to be discussed.
- Fulfilling the commitment made at the time of enrolment, including prompt payment of school fees; and in hardship circumstances to actively work with the school to seek mutually suitable payment arrangements.

## STUDENTS WILL BE SUPPORTED IN:

- Following our three school rules: Love of Learning, Love of Self and Others and Love of Place.

# TEACHING AND LEARNING

## ASSESSMENT AND REPORTING

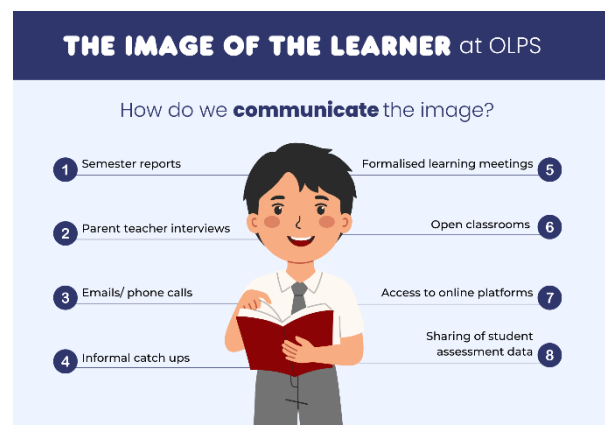
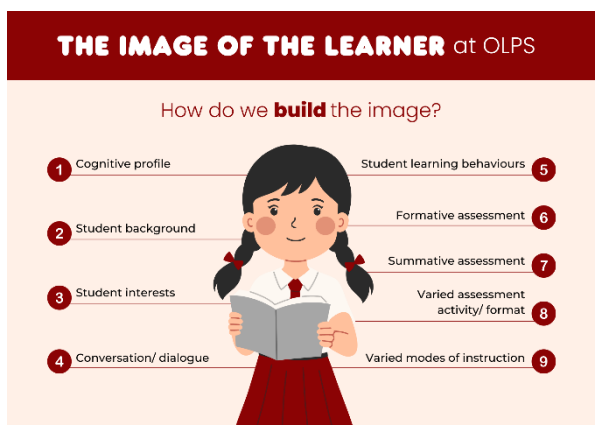
*“Assessment involves the systematic process of evaluating and measuring students learning in relation to the standard of learning as defined by the syllabus. The purpose of assessment is to monitor progress, provide feedback, identify areas for improvement, and determine whether educational goals and standards are being met”*

*-CSBB Curriculum Pedagogy and Assessment*

During the teaching and learning cycle, staff regularly gather information to build the image of the learner. This involves gathering information from observations of classroom learning, interactions with students, formative and summative assessments, student background and cognitive profiles.

Teachers use the image of the learner to plan relevant teaching and learning cycles for each student. This involves identifying what students are able to do or where they have gaps in their understanding and explicitly teaching them the knowledge and skills required to show mastery in their learning.

Teachers then work to communicate the image of the learner with parents and families. This image is communicated through informal conversations with parents, emails and phone calls, formalised meetings, open classrooms, parent teacher interviews and formal semester reports.



### NSW Common Grade Scale

The Common Grade Scale describes performance against the standard of the curriculum at five grade levels. This is used to monitor and report on student achievement in schools across NSW in students in Years 1 to 10.

Grade	Grade Descriptions
<b>A</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can <b>readily</b> apply this knowledge. In addition, the student has achieved a <b>very high level</b> of competence in the processes and skills and can <b>apply</b> these skills to <b>new situations</b> .
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a <b>high level</b> of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to <b>most</b> situations.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an <b>adequate</b> level of competence in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a <b>limited</b> level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved <b>very limited</b> competence in some of the processes and skills.

## CURRICULUM

### Stages of Learning

The school is organised into four stages of learning:

- Early Stage One            Kindergarten
- Stage One                 Years 1 and 2
- Stage Two                 Years 3 and 4
- Stage Three                Years 5 and 6

### Key Learning Areas

There are seven Key Learning Areas which are addressed in the CSBB Curriculum. These are:

- Religious Education
- English
- Mathematics
- Science and Technology
- Human Society and its Environment (HSIE) - History and Geography
- Personal Development, Health, and Physical Education
- Creative Arts

## DIVERSE LEARNING

At OLPS, Diverse Learning teachers whose responsibilities include:

- Supporting teachers to plan the necessary adjustments and support for students with diverse learning needs.
- Ensure the requirements of the NCCD timeline are satisfied and communicated to staff.
- Facilitate the moderation process for PPSDs.
- Coordinate case conferencing for students with a new diagnosis and/or requiring substantial or extensive level of adjustments.
- Facilitate professional learning for staff to build capacity and ensure staff are well informed regarding their obligations.
- Support teachers to facilitate consultation meetings with parents for students with a PPSD.
- Ensure that data entered onto CSNSW is accurate prior to census each year.
- Communicate with staff their responsibilities to upload evidence into student files that supports the level of adjustments.
- Provide in classroom support for students with diverse learning needs.
- Conduct team meetings to collectively plan for the needs of particular students.
- Monitor and review student data in consultation with teachers to identify the changing needs of students.

Students with diverse learning needs can include the following:

- Students with specific learning difficulties.
- Students with cognitive disabilities.
- Students with physical disabilities.
- Students with social/emotional disabilities.
- Students with sensory disabilities.
- Students at risk.
- Aboriginal students.
- Socio-economically deprived students.
- Students experiencing specific gender issues.
- Students with EAL/D.

At OLPS, support for diverse learners is offered across all levels as needed, particularly within the Literacy program, but also within the Numeracy program. As Diverse Learning teachers, Maree Anderson (Learner Diversity Teacher), Jackie Whymphe-Williams, Stephanie Moloney and Virginia Tanna (Learning Support Assistants), support the classroom teachers in the education process in a number of ways. This may include:

- Providing adjustments and support to small groups of students in the classroom
- Providing specialist support for teachers and parents
- Planning with teachers to identify the necessary adjustments/support for students with diverse learning needs.
- Designing adjustments for teachers to implement in the classroom.
- Supporting teachers to ensure the necessary tier 1 practices are in place to support students with diverse learning needs.

The Diverse Learning teachers meet regularly with the class teachers to review the adjustments being offered and the NCCD plans.

## HOMWORK

Homework provides an opportunity to:

- practise skills,
- develop time management strategies
- engage parents in their children's learning.

The table below outlines the school requirements for homework as stated in the OLPS Homework Guidelines.

Stage	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Time per day</b>	10 minutes	15 minutes	20 Minutes	30 minutes
<b>Homework Focus</b>	Reading	Reading	English and Mathematics plus 1 additional KLA focus.	English and Mathematics plus additional KLA focuses.
<b>Homework format</b>	Readers sent regularly throughout the week.	Readers sent regularly throughout the week.	Weekly Homework in the form of a contract <b>or</b> daily tasks.	Weekly Homework in the form of a contract <b>or</b> daily tasks.
<b>Homework commencement</b>	Term 1- Week 5 Term 2-4- Week 2 There is no homework in Wellbeing Week	<i>Term 1 – Week 3</i> <i>Term 2-4 – Week 2</i> There is no homework in Wellbeing Week		
<b>Projects or Other Learning</b>	Additional learning projects may be set during the year. This will be communicated via COMPASS.			

For more detailed information regarding expectations of teachers, students and parents relating to homework, see the OLPS Homework Guidelines on the school website.

## STUDENT LEADERSHIP

The Stage 3 Student Leadership Team is comprised of:

- School Leaders (2 students)
- Colour House Leaders (1 student from each colour house)
- Mercy Leaders
  - Stewardship
  - Service
  - Social Justice
  - Compassion

These are important positions at OLPS and are highly valued by both the students and the staff.

## Essential Criteria

Students who hold leadership positions must demonstrate the following consistently:

- display initiative and leadership.
- model positive effort and exemplary behaviour in class and school activities.
- follow and demonstrate the school rules: Love of Learning, Love of Place and Love of Self and Others.
- understand and model the values of compassion, excellence, and stewardship.

## Role Description - School Leaders

- Run fortnightly school assembly.
- Attend external community events.
- Attend meetings with the leadership team once per term.

## Role Description - Colour House Leaders

- Assist Mrs. Sargent at sporting carnivals.
- Compose and practice war cries in the lead up to sporting carnivals.
- Sport shed duty once a week (handing out and ensuring return of sports equipment).
- Maintain a tidy and organised sport shed.
- Collect the PBL token count from classrooms weekly and empty the boxes.

## Role Description - Mercy Value Leaders

Stewardship	Service	Justice	Compassion
<ul style="list-style-type: none"> <li>○ bins (taking out and bringing in)</li> <li>○ gardening</li> <li>○ distribution of lost property once per week.</li> <li>○ canteen duties (announcement at assemblies, serving orders from the canteen table, collecting and helping distribute orders)</li> </ul>	<ul style="list-style-type: none"> <li>○ library assistance where required.</li> <li>○ run games at lunchtime library once a week.</li> <li>○ operating PowerPoint at Assembly</li> </ul>	<ul style="list-style-type: none"> <li>○ Mini Vinnies</li> <li>○ support and promotion of fundraising/charity initiatives</li> <li>○ set up of whole school liturgies.</li> <li>○ PowerPoint at Mass' and Liturgies</li> </ul>	<ul style="list-style-type: none"> <li>○ creating resources and presenting the PBL rules for each new fortnight.</li> <li>○ refill tokens in lunch first aid bags.</li> <li>○ run student activities during Wellbeing Week once per term.</li> </ul>

## SACRAMENTAL PROGRAM

All children in schools across the Broken Bay Diocese have access to family based Sacramental programs which are organised in each parish by Sacramental Coordinators and supported by the Sacramental Team which includes the Parish Priest and may include the Principal and Religious Education coordinator of the school.

At OLPS Sacraments are celebrated in the following order:

Confirmation	Year 3
Reconciliation	Year 4
First Eucharist	Year 4

Parents are invited to celebrate the Eucharist with the children attending Mass at school on special days as outlined in the What's On and Looking Ahead. Different classes take responsibility to plan Masses and Liturgy of the Word throughout the year. Parents are informed of dates and times in the Looking Ahead throughout the term.

# PASTORAL CARE AND WELLBEING

## ACCESS EAP

The [Diocesan Employee Assistance Program \(EAP\)](#) provides assistance to staff to help with problems of a work or personal nature. The EAP is voluntary, free and offers you confidential and professional.

### What can an employee assistance program offer?

We all face times in our lives when difficulties arise at work, with finances, in relationships, within family and with our health. Not all of these pressures will necessarily adversely affect our lives but sometimes we do find it hard to cope.

Problems in one area are rarely isolated. They can impinge upon other aspects of our lives.

While these can sometimes be overcome with the understanding and support of work colleagues, family or friends, for some problems timely professional intervention, which is confidential, may bring the greatest positive benefit.

Your employer has engaged ACCESS Programs to provide an EAP, so you have access to fully qualified and experienced counsellors, at no cost to you.

You can make an appointment to see a counsellor (or talk to a counsellor on the telephone) by ringing [ACCESS on 1800 818 728 or Sydney \(02\) 9390 5333](#).

## BEHAVIOUR MANAGEMENT - POSITIVE BEHAVIOURS FOR LEARNING (PBL)

OLPS follows the Positive Behaviour for Learning Framework (PBL). Students are explicitly taught the three school rules:

- Love of Self and Others
- Love of Learning
- Love of Place

These rules are aligned with our Mercy values of Excellence, Compassion and Stewardship and are reinforced through the teaching of the associated expectations. Teacher's follow the process of **teach- practice- apply – acknowledge**.

This is shown to help teach desired behaviours and to help manage challenging behaviour.



The PBL team uses data to make informed decisions about which expectations are taught each fortnight. The PBL team provides lesson plans and resources to staff to help them teach the rules and expectations. Each of the PBL rules are linked with a Mercy Value and staff are encouraged to teach and link to the Mercy Value alongside the rules.

All staff have a clear understanding of student behaviour expectations, and this is clearly communicated with students daily.

School-wide consequences have been established for behaviours and all staff are aware of the consequences of both challenging and desired behaviours.

Positive behaviour is rewarded with 'that's it' stickers, merit awards as well as verbal and non-verbal praise.

**Corporal punishment is expressly prohibited at OLPS.**

For more information, please refer to the OLPS behaviour management guidelines on the Wellbeing channel on Microsoft Teams.



## **BUDDIES**

Students entering Kindergarten are allocated a Stage 3 buddy. The buddy takes special care of the younger child as they settle into school life. The buddy can check up on the child during break times and can be a friendly face to go to in times of need. New children in any grade are allocated a buddy from their class. New families are also allocated a buddy family to support their transition into our school community.

## **BULLYING**

OLPS is committed to providing a safe and caring environment that fosters respect for others and does not tolerate bullying. Bullying is defined as repeatedly hurting another person who is feeling less powerful - either physically or psychologically.

If you are concerned that your child is experiencing bullying, please contact your child's classroom teacher as a first contact. For further information, please see the school website for the Anti Bullying Guidelines.

## **INCLUSIVE PLAY**

Teachers need to encourage students to be inclusive and compassionate towards others. This may mean interclass and age play. All ages at OLPS play together. This is an important characteristic of OLPS that is valued by our community.

## **SCHOOL COUNSELLOR**

A School Counsellor is provided by the Catholic Schools Broken Bay for the North Shore Cluster of Catholic schools. Families wanting to access this counsellor for their child need to speak to the class teacher who will discuss with the Principal the need for referral. All students visiting the counsellor require a referral signed by both the Principal and parents/carers.

# SCHOOL COMMUNICATION

At OLPS, we pride ourselves on providing strong communication links with parents, the parish, and Catholic Schools Broken Bay. We would expect parents to contact the school to discuss their children's needs at any time.

## Goals around communication protocols

- Protect the wellbeing of every staff member.
- Maintain trusting and positive relationships with parents.
- Establish consistency of practice across the school.

## COMMUNICATION AND ENGAGEMENT WITH SCHOOLS

It is expected that the school will:

- Ensure information and communication regarding students' education and school activities is effectively provided to families.
- Regularly communicate with parents through formal meetings, including parent-teacher interviews and information evenings, and through newsletters and mobile alerts.
- Ensure the availability of appropriate school personnel (including school leadership) at a mutually convenient time when further engagement with a family is required.
- Respond to phone calls or email requests from parents as soon as is practical – usually within 2 school days.

It is expected that parents will:

- Make an appointment at a mutually convenient time to meet with the classroom teacher should issues require further discussion.
- Know they can meet with school leadership members in instances where issues haven't been satisfactorily resolved.
- Use appropriate channels for communication e.g. school email addresses and telephone numbers and understand that schools may not respond immediately to all emails and phone calls but will do so as soon as is practical.
- Not approach other students or their family members to clarify issues or concerns, nor should they involve other school staff in their grievances.
- Be constructive and courteous in all interactions with students, staff, and members of the school community, including in all digital and electronic communications.
- In the case of separated parents, not attempt to involve schools, staff, or other parents in any parental dispute that may arise.

## COMMUNICATION METHODS

### Compass

- Whole school and/or stage communications will be sent via the Compass portal.

### What's On/Looking Ahead

- What's On is sent at the start of each calendar year for the year ahead and at the beginning of each term for the term ahead.
- Looking Ahead is published each week and sent out via Compass to communicate key dates for the following week and any upcoming events. It is the responsibility of parents to ensure they are reading this communication each week.

### Formal Scheduled Communication

Learning Conversations

Interviews (K - 6)

Formal Academic Reports (K - 6)

Term 1

End of Term 2 (Optional - End of Term 4)

End of Term 2 and Term 4

## COMMUNICATION WITH CLASSROOM TEACHERS

Parents are welcome to contact their child's classroom teacher with any questions or concerns. The classroom teacher is the first port of call for any issues relating to their child. Parents will be provided with the classroom teachers email address at the beginning of the year in correspondence from the teacher as well as at the Parent Information Evening. Parents are welcome to email teachers at any time that is convenient for them, however teachers will not respond to email communication outside of the hours of 7:30am and 5:00pm.

Parents are asked to make an appointment if they wish to see the Principal or class teacher. This should be requested by way of an email or a face-to-face discussion to arrange a time to meet. Teachers are unable to speak to parents during school hours whilst in charge of students in the classroom or on the playground as their supervision of the students would be compromised.

Language used in email communication and in Compass Chronicles should be factual, avoiding emotive or inflammatory language. Serious matters should be responded to over the phone or in a face-to-face meeting not via email.

## STUDENT COMMUNICATION

### Mobile Phone/Smart Watch Policy Guidelines

OLPS has clear guidelines about the use of mobile phones and smart watches at school. The guidelines are as follows:

- Use of mobile phones/smart watches by students during school hours is NOT permitted. This includes
  - If a student needs to access their mobile phone to contact a parent/guardian during school hours, teacher permission must be sought.
  - Mobile phones will be handed in to the office for storage in the morning and collected at the conclusion of the school day. All mobile phones must be clearly labelled with the student's name.
  - Students must not access their mobile phone before exiting the school grounds.
  - Smart watches that can make or receive calls/texts are not permitted to be worn by students at school. Alternatively, cellular data MUST be disabled.
  - Inappropriate use of smart watches (i.e. accessing data) during school hours will result in students being unable to bring these devices onto school property and parents or guardians being informed of this.
  - Where a student is seen to be using a mobile phone, smart watch or electronic device during school hours, the device will be immediately confiscated for a 24-hour period and parents will be required to collect the device from the school office.
  - The school does not accept any liability for any loss, or damage to mobile phones, smart watches or electronic devices.
  - Mobile phone or smart watch photos/videos are NOT to be taken or used on school grounds.
  - It is essential that all communication between students and parents/guardians during the school day, be made with the full knowledge of the school. **Therefore, contact with parents during school hours will be through the school administration office only.**

For access to the full Mobile Phone/Smart Watch Policy Guidelines document, please see the policy page on the school website.

# HEALTH AND SAFETY

## ANAPHYLAXIS

The following strategies have been put in place to lower the risk of the below children having an anaphylaxis attack:

- OLPS is a nut free site. This means that all members of the community are requested not to bring nuts of any type on site or products that have been directly and obviously made with nuts e.g., peanut butter, Nutella, muesli bars with nuts. Products with traces of nuts are acceptable.
- All students are NOT to share food with each other.
- All students are to wash their hands before and after eating.
- Identified students have an EpiPen in their own classroom which is transported to their specialist classes.
- Identified students have a medical bag including an EpiPen and an action plan. The medical bag is on a hook as you walk into the student's classroom.
- The administration office keeps all other allergy prevention medication.
- The administration office records EpiPen expiry on SAS and alerts parents when expiry dates are approaching,
- Duty teachers always carry EpiPens with them on the playground. These are in the Stage 1W classroom.

Anaphylaxis Alerts are stored in the top drawer of all teacher's desks in each classroom, in sick bay and in the green folder within the staffroom. Plans for students with anaphylaxis are kept in relevant classrooms, in the staffroom green folder and in sick bay.

## ASTHMA

Asthma is very common in Australian children. Common symptoms of asthma are wheezy breathing (a whistling noise in the chest), coughing and breathing difficulty. At school, these symptoms may occur during or immediately after exercise.

OLPS is registered with the Asthma Foundation. All students who suffer with Asthma must have an Asthma Management Form on file, which has been filled out by their parents and their GP. This form needs to be completed on a yearly basis or updated as needs be. The form outlines the extent of the Asthma, and it also clarifies the actions necessary to relieve the symptoms experienced by the child. All students who suffer with Asthma have their medication stored in the office area. The secretary supervises students while they self-administer to relieve asthma symptoms. Children who are going to the oval for sport or the pool for swimming will need to take their medication with them.

Staff have a face to face training every two years and complete an online training on the alternate year. This training reinforces the asthma symptoms and enables staff to respond to these competently and appropriately.

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## INFECTIOUS DISEASES

Under the Public Health Act and Department of Education regulations some common infectious diseases require children be kept from school, for varying lengths of time, to prevent the spread of infection. Parents must seek medical advice if an infectious disease is suspected. Parents must also contact the school office if a diagnosis of the following diseases is confirmed:

Conjunctivitis	Measles	Rubella (German Measles)
Chicken Pox	Mumps	Scabies
Diphtheria	Parvovirus B19 (Slapped Cheek)	Tetanus
Impetigo	Pertussis (whooping cough)	
Meningococcal	Poliomyelitis	

## IMMUNISATION

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All school aged children are required to provide notification to the school of their immunisation status. Immunisation booklets, information and the required immunisation certificate are available from your local doctor.

## MEDICATION POLICY

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In the event of your child requiring medication to be administered throughout the school day, parents must follow the Catholic Schools Broken Bay Medication Policy procedures. This includes completing a *Request to Administer Medication at School* form (Available on the school website). This form requires a doctor's signature for the school to administer the medication.

There is to be NO self-medication except in the case of students who are asthmatics. Teachers are not expected to take responsibility for administration of medication. The Principal and SAO will be responsible for the administration of medication.

## SAFETY AT OLPS

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### Sun Safety

All students are to purchase a school hat that is to be worn throughout the year. Students who do not wear a school hat when outdoors are asked to sit in the shade on the silver seats. Parents are encouraged to provide SPF30+ broad-spectrum water-resistant sunscreen for their child.

### Road Safety

In the interests of safety, parents and children are asked to enter and exit the school grounds via the two school gates:

- main entry gate on Kendall St or
- the gate on Grayling Rd.

All members of the school community are asked to utilise the pedestrian crossing on Kendall Street when crossing the road.

The school grounds are not available for parking. Please ensure that you safely in the streets surrounding the school. Observe the speed signs, No Stopping and No Parking signs that are there to protect the children.

## STUDENT ILLNESS

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If a child is unwell at school, the class teacher will advise the office. The Principal, SAO or a member of the Leadership Team will decide if the parents need to be called.

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### PARK LEGALLY IN SCHOOL ZONES AND KEEP OUR KIDS SAFE

**NO STOPPING** **NO STOPPING** **NO STOPPING**

**STOPPING OR PARKING IS NOT PERMITTED** within the direction of arrows at any time or during the time indicated.  
**DO NOT** set-down/pick-up passengers.  
Penalty exceeds \$387 and demerit points apply.

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**P** **DROP-OFF PICK-UP ZONE**

You **CAN** stop to set-down/pick-up passengers/goods within a 'No Parking' restriction for:  
• A maximum stay of 2 minutes and  
• The driver must stay within 3 metres of the vehicle  
Holders of a Mobility Parking Scheme permit are able to stay for 5 minutes.  
Penalty exceeds \$214 and demerit points apply.

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**STOPPING OR PARKING IS NOT PERMITTED ON OR WITHIN**

- 20 meters before or
- 10 meters after a pedestrian crossing

Penalty exceeds \$514 and demerit points apply.

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**BUS ZONE** **BUS ZONE** **BUS ZONE**

**STOPPING OR PARKING IS NOT PERMITTED** within the direction of the arrows at any time or during the time indicated unless you are driving a bus.  
Penalty exceeds \$387 and demerit points apply.

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**STOPPING OR PARKING IS NOT PERMITTED** on the road adjacent to another vehicle at any time.  
Passengers should not leave a vehicle that is double parked.  
Drop your child and passengers to the kerb only.  
Penalty exceeds \$387 and demerit points apply.

# GENERAL SCHOOL

## ANIMALS ON SITE

No animals are permitted on the school grounds without the permission of the school Principal.

## ASSEMBLIES

Every fortnight (even weeks) on Friday afternoon at 2:30pm the whole school participates in the assembly in the Father Jones Hall. At this assembly together we:

- ▶ acknowledge award recipients - PBL and Merit awards.
- ▶ acknowledge the recent birthdays with a certificate and by singing Happy Birthday
- ▶ share important information.
- ▶ sing the Australian Anthem

Teachers need to write one Merit Award and one PBL Award for a student in their class by the Wednesday morning prior to Assembly. These awards needs to be sent to Sally in the office so that she can contact the parents of the award recipients with enough notice for assembly. Assemblies are quite tight. It is important to add any agenda items for the Assembly to the Business Meeting minutes to ensure your item will fit within the time confines.

There is also a short assembly on a Monday morning to announce the PBL expectation for the fortnight.

## ATTENDANCE

It is important that students arrive at school on time before the morning bell. Before school playtime is a valuable opportunity for students to start games and establish positive relationships with peers for the rest of the day. Arriving late is disruptive to class routines and can lead to stress and anxiety for the student.

Class rolls are legal documents, and they must be marked daily. Teachers are expected to mark the roll on Compass by 9am. Parents are expected to notify the school if their child is absent for the day through the Compass app. This needs to be done before 9am on the morning of the absence. Parents will receive notification from Compass if their child is marked absent and they have not submitted an attendance note prior to the roll being marked.

If a child is late or must leave the school early, then parents must sign the child in/out from the school office through the Compass Kiosk. Parents are not to collect their children from the classroom. The office will call for the student and the student will walk to the office. Parental permission must be sought if a child is to be collected by a person other than the parents.

HOURS OF OPERATION	
Supervision commences	8:25am
Morning bell	8:50am
Morning Recess	11:00am – 11:30am
Lunch	12:50 pm - 1:30pm
Afternoon bell	3:05pm

**Learning Every Day Counts**

MON TUE WED THU FRI

**Absences add up!**  
Being 10 minutes late per day can lead to 6 days missed per year.

Missing 2 days of school a month means over 1 entire year of missed learning in a child's school life.

Missing 2 days of school a month = Missing more than 1 year of learning over 13 years.

**Each day missed:**

- Puts your child behind and makes it harder for them to catch up.
- Can lead to lower achievement in reading, writing and numeracy.
- Can lead to gaps in learning and impact on social and emotional skills.

**Good habits begin early**  
Be on time each and every day.

Good attendance starts in Kindergarten and sets your child up for success in school life.

**What parents can do**

- Be firm. Send your child to school every day unless they are sick
- Develop good sleep and morning routines
- Schedule appointments after school
- Avoid taking holidays during term time
- Limit screen time

**Schools are there to help**  
If you're having attendance issues with your child, speak to your school about ways to address it.

Additional resources  
[www.csosbb.catholic.edu.au/schools/attendance](http://www.csosbb.catholic.edu.au/schools/attendance)

**ATTEND MORE. LEARN MORE. BE MORE...**

## Student Absenteeism

Regular school attendance is essential for students to achieve their full potential and meet learning outcomes. Below is an outline of school and system actions for the management of student absenteeism:

- **Step 1** = 90% attendance - Email communication from the teacher.
- **Step 2** < 90% attendance - 1st formal communication from Principal.
- **Step 3** < 80% attendance - 2nd formal communication from Principal; attendance improvement planning meeting with principal; school counsellor consultation.
- **Step 4** < 70% attendance - 3rd formal communication from principal; CSBB attendance support referral.
- **Step 5** < 70% attendance (ongoing) - compulsory school attendance conference organised.

Please note that principal approved leave for family holidays taken during the term will contribute to students' attendance rate.

## BIRTHDAYS

Children and families are not to bring birthday cakes or sweets for birthday celebrations due to food allergies. Parents can choose to purchase lemonade ice blocks for the class from the school canteen to celebrate their child's birthday. This can be done through the Qkr! App.

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## CANTEEN

A school canteen operates on Mondays and Thursday during the school terms. Sushi is available on Mondays via an email link. The Canteen is a "green canteen" in line with requirements that are mandatory across all NSW schools.

Canteen orders are to be brought to the canteen first thing in the morning on canteen days. Two children from each class deliver the orders to the canteen and collect the orders from the Canteen on these days. **Teachers need to supervise the handing out of lunch orders.**

Teachers are welcome to buy recess or lunch at the canteen. OLPS Canteen uses Qkr! application for food ordering and payments for students and teachers. Qkr! is an easy-to-use phone app that gives you flexibility to place orders at a time and place that suits you. Qkr! also contains a price list for all of the available canteen items and is where you can order your reusable canteen bags. Teachers are encouraged to download the Qkr! application at the beginning of the year.

Getting started is easy, try it yourself.

- Download the application from Apple App Store (iOS devices) or Google Play (Android devices).
- Register your information
- Find our school
- Register your child or children

Please note, American Express is not accepted through Qkr!. If you have further questions, please see our website for some fact sheets.

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## CLASSROOM TECHNOLOGY

At OLPS, each child has a device allocated to them for the school year. The devices remain at school in the child's classroom and are the responsibility of the child, under the supervision of the teacher. Teachers are to ensure that devices are accurately stored and cared for in their classroom.

Stage	Device
Early Stage 1 and Stage 1	iPad
Stage 2 and Stage 3	Laptop

Each child has their own username and password for technology access. At the beginning of each school year, every child and their parent/guardian must sign a declaration agreeing to acceptable use of the internet and technology. Students are not to have access to devices until we have received their signed agreements. The Internet may not be accessed by any child without direct supervision of a teacher. The Internet is only to be used for educational purposes.

## ENROLMENTS

Families who are interested in enrolment at OLPS should contact the school office for an application package or visit the OLPS website. The school office takes applications for enrolments for Kindergarten to Year 6 throughout the year as needed. Enrolments for next Kindergarten are taken in March, the year before the child starts school. A child starting Kindergarten must turn 5 before July 31 in the year they start school.

## EXCURSIONS

Excursions are a vital and integral part of the learning process, and we know that children learn most from firsthand experiences. Teachers plan excursions in consultation with their stage partners wherever possible. Excursions are planned thoroughly around one or more curriculum areas for either their education or cultural value. Parents are encouraged to take part in excursions wherever possible. Permission notes MUST be returned signed prior to the excursion. The cost of the excursion is included in the students' fees.

## LOST PROPERTY

Children are encouraged to look after their own belongings. All items belonging to the child should have his/her name on them. Any lost property is in a box on the main verandah. This box is cleaned out every week. At the conclusion of each term, any long term unclaimed and unlabelled items will be donated to families who need them or will be collected in the office.

## OUT OF SCHOOL HOURS CARE

FJ's is the onsite Out Of School Hours (OOSH) care facility for OLPS students. It offers before and after school care, from 7am and until 6pm. Children are met in the playground by the FJ's coordinator at the conclusion of the school day and walked into school in the morning. Contact number: 9418 4409 or 0419 403 537. For bookings and enquiries, please contact FJ's.

## PARENTS AND FRIENDS (P&F) ASSOCIATION

An important role of the P&F is to promote strong links between the parents and the school but also strong links between families, where members of families experience a real sense of belonging. The P&F meets once a term (Week 7) and provides information for upcoming events and fundraising activities to all parents.

The Parents and Friends Association organises regular social and fundraising events with the aim of maintaining the school facilities and continuing to provide resources of the highest quality for all children.

Parents are invited to act as a Class Parent for the grade. This role involves acting in a social, communicative and community support role for the parents of that class. It is an important role in establishing networks of support for new and existing families within the school. Class teachers are encouraged to get to know class parents well and to communicate regularly with them.

2026 CLASS PARENTS	
Kindergarten	Monica Benito and Tiffany Knezevic
Year 1	Stuart Robertson
Year 2	Sascha Hutchinson
Year 3	Anna O'Keefe and Natalie Pantaleo
Year 4	Steph Healy
Year 5	
Year 6	Jess Saunderson and Carmen Rogers

### PLAYGROUP – “KIDSPLAY”

KidsPlay playgroup will continue in 2026. KidsPlay is run three times a term on a Friday morning by Mrs Louise Johnston (Parent Engagement Coordinator) for children from birth to their start of school. Sessions run for 1 hour and dates and details are outlined in What's On and Looking Ahead. The planned dates for Term 1 and 2 are included here.

2026 KIDSPLAY DATES	
<b>TERM 1</b>	
21 <sup>st</sup> February	Summer Theme
27 <sup>th</sup> March	Easter Theme
<b>TERM 2</b>	
1 <sup>st</sup> May	Mother's Day Theme
29 <sup>th</sup> May	Sport Theme
19 <sup>th</sup> June	Winter Wonderland Theme

### PHOTO PERMISSION

School photographs are taken annually. Students are usually photographed in class groups, individually and, at parental request, with brothers and sisters. Throughout the year, students may be photographed for sharing purposes such as in advertising material or on social media or newsletters to share the events of school.

All parents complete a photo permission form upon enrolment at OLPS. Student's photos/ video is not to be published without parental permission.

### PRAYER AND PARISH MASSES

At OLPS we recognise the significant impact we have in developing prayer routines in students. Throughout the school day, students will pray with their class at the start of each day, before meals and at midday when we pray the Angelus as a school.

Throughout the year, students in Kindergarten to Year 6 attend Parish Weekday Masses at midday on a Tuesday. These dates and times are shared in the Looking Ahead and What's On. Parents are welcome to join the celebrations.

School masses are celebrated on feast days and for significant school celebrations. Family Masses are a feature of the Pymble Parish with members of families being actively involved in different aspects of the celebration of the Eucharist. Dates for these Masses are announced in the Looking Ahead newsletter and in the Parish newsletter.

Family masses are a feature of the Pymble Parish, with members of families being actively involved in different aspects of the celebration of the Eucharist. Dates for these Masses are

announced in the What's on, Looking Ahead, and Parish newsletter. Each class has one rostered Parish Mass a year and all families are strongly encouraged to participate.

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## SCHOOL FEES

The Education Fees for 2026 are as follows:  
\$5,390.00 (per year)

The following sibling discounts apply to the Education Fee:

- 25% for the second child
- 55% for the third child
- 100% for the fourth and subsequent children

In addition, there are Supplementary Fees set by the school that cover:

- Excursions and incursions
- Sport levies and general sports expenses

(Tuition fees are set by the Catholic Schools Broken Bay.)

Fees can be paid in full or monthly instalments. We have a variety of payment options that include:  
Online/bank transfer and Credit card at the school office.

## Fee Relief

OLPS and Catholic Schools Broken Bay are here to support families through difficult times. Where hardship would prevent any parent from providing Catholic schooling for their children, they should seek an interview with the school Principal. It is not the intention of the system to deny any family access to a Catholic education for their children.

## SPECIALIST TEACHERS

OLPS is fortunate to have teachers to facilitate specialist lessons for students weekly:

- Personal Development and Health (PE) – Lisa Sargent – Monday
- Creative Arts (Music, Dance, Visual Arts, Drama) – Erin Villella – Monday and Tuesday
- Science and Technology, Engineering and Maths (STEM)/Library – Alison Perosin - Wednesday

During Library lessons, every student in the school can borrow library books. Regular borrowing by students is encouraged to foster a love of reading. All students K–6 must carry their library books in their school satchel.

These days for specialist lessons are maintained where possible. Any changes to these days will be communicated to parents through the Looking Ahead for the week to come.

## TOYS

Students are highly discouraged from being brought to school. If a student/parent decide to send a toy to school, they do so with the understanding that the toy may be lost or broken and that it is not the responsibility of the school.

If a teacher deems that a toy is inappropriate to be at school, they may confiscate them to keep them safe. The child can then retrieve them at the end of the day.

## UNIFORMS

The aim of a school uniform is to provide smart and consistent clothing which saves time, money and minimises stress. Our school uniform supplier is Midford (formerly Cowan & Lewis), located at 1315 Pacific Highway, Turrumurra. Uniform purchases can be made online and delivered to your home address or collected in store.

### Girls Uniform

#### Summer

Maroon hat  
Maroon & white summer uniform  
White socks / black school shoes

#### Winter

Maroon hat  
Maroon & grey checked tunic  
Pale blue shirt & maroon tie  
Long grey socks or stockings / black school shoes

### Boys Uniform

#### Summer

Maroon hat  
Pale blue short sleeved shirt  
Grey shorts  
Grey socks / black school shoes

#### Winter

Maroon hat  
Pale blue shirt & maroon tie  
Grey pants (long or short)  
Grey long socks with shorts or  
Grey short socks with long pants / black school shoes

### Black leather school shoes NOT black sand shoes

#### Boys & Girls - all year

Maroon V-neck sloppy joe or fleecy zip jacket with school crest  
A maroon anorak is available for those very cold days in winter.



### Sports - Boys & Girls

Maroon OLPS polo shirt  
Maroon shorts or maroon skort  
White ankle socks / white sports shoes

### School Backpacks in two sizes

### Jewellery

Jewellery is not to be worn to school by students. If girls have pierced ears, then only plain gold or silver sleepers or small round studs are to be worn. Students may wear a small crucifix around their neck on a discreet chain.

### Hair

If girls have shoulder length hair or longer, they are required to have their hair tied back. Boys are to have a short back and sides haircut. There is to be no radical haircuts such as Mohawks, shaved heads or letters and shapes shaved into the hair.

### Nail polish

Students are not permitted to wear nail polish to school.

## SAFEGUARDING

Safeguarding encompasses proactive measures that unite the commitment of staff, parents and the broader school community to create and maintain environments where students thrive and feel safe. Safeguarding emphasises prevention, accountability, and practices that foster a culture of safety and care for all students through embedding the child safe standards and responding in a timely manner when concerns are raised. Catholic Schools Broken Bay (CSBB) promotes and embeds a shared safeguarding responsibility within the organisation. We recognise the rights of children and promote safe and supportive environments where we all have a responsibility to keep children safe from harm.

Safeguarding at CSBB includes:

1. Utilising best practice, child rights and child safe principles to ensure continuous improvement in the area of safeguarding therefore maintaining our responsibility under the *National Catholic Safeguarding Standards and NSW Child Safe Standards*.
2. Promoting professionalism in our interactions with children and young people at all times by exercising appropriate duty of care and maintaining appropriate professional boundaries.
3. Following an established process to address concerns or complaints of inappropriate adult behaviour of staff towards children or young people. This upholds our legal obligation under the *Children's Guardian Act 2019*.
4. Ensuring that all people working in our school who are required to undertake a Working With Children Check have a verified clearance, as per requirements under *Child Protection (Working with Children) Act 2012*.
5. Promoting the safety, welfare and wellbeing of children by responding appropriately when we suspect a child or young person is at risk of significant harm due to possible abuse or neglect. This is our legal obligation under the *NSW Children and Young Person (care and protection) Act 1998*

## PARENT/CARER HELPERS / VOLUNTEERS AND CONTRACTORS

The participation, involvement and help of parents/carers, close relatives and other volunteers are welcome and appreciated for various activities both in school and on excursions. We recognise that parents and carers are the primary educators for their children and we strive to uphold NSW Child Safe Standard 3: *families and communities are informed and involved* and National Catholic Safeguarding Standard 3: *partnering with families, carers and communities*.

It is important that all volunteers and contractors are aware that they may be subject to child protection legislation and may require a WWCC. This means all volunteers must:

- Sign on at the front office, and get a visitors badge from the office as per school procedure.
- Complete the [CSBB Contractor and Volunteer Engagement form](#)
- Follow our commitment to Safeguarding and not engage in any inappropriate behaviour towards any children. Although volunteers are technically not employed by the school, they are considered to be 'employees' under the Children's Guardian Act 2019 and need to be aware that complaints about inappropriate behaviour towards a child or young person are subject to investigation.
- All parents must comply with the CSBB Family Charter.

## RESPONDING TO CONCERNS

CSBB is committed to empowering students to speak up and actively listens to children and the wider school community when concerns are raised. We treat all complaints seriously and aim to resolve them in a manner that is appropriate, timely, and respectful of confidentiality.

## APPENDIX 1:

### SAFEGUARDING INFORMATION

We are committed to providing safe communities for students at our school to grow and learn as outlined in our [Diocesan Commitment to Safeguarding](#). We recognise the rights of children as outlined in the [Diocesan Framework on the Rights of the Child](#) and promote safe and supportive environments where we all have a responsibility to keep children safe from harm.

The [NSW Child Safe Standards \(NSWCSS\)](#) and the [National Catholic Safeguarding Standards \(NCSS\)](#) provide a principle-based framework that our school commits to using for continuous improvement as part of our commitment to Safeguarding.

### RESPONDING TO RISK OF SIGNIFICANT HARM

All school staff are Mandatory Reporters. This means that if there are reasonable grounds to suspect that a child or young person is at risk of significant harm of abuse or neglect, then a report must be made to the Department of Communities and Justice (DCJ). School staff and Principals are supported by the CSBB Safeguarding Office as required and all records are stored confidentially.

We recognise that a statutory response is not always required and where a family may need extra support, we will assist in making referrals to support the family if needed.

## APPENDIX 2:

### WORKING WITH CHILDREN CHECKS

Working With Children Checks are required by staff, and certain volunteers and contractors in our school, as outlined in Child Protection (Working With Children) Act 2012.

The purpose of the check is to exclude people from working with children and young people who are not suitable. A person who has been convicted or found guilty of a listed serious offence against children (whether in NSW or elsewhere) is prohibited from child-related employment.

Parent participation, involvement and help are welcome and appreciated for various activities both in school and on excursions. It is important to note that all parent helpers / volunteers are subject to child protection legislation.

Further information on the Working With Children Check can be found on the website for the [Office of the Children's Guardian](#).

## APPENDIX 3:

### MAINTAINING PROFESSIONALISM

All staff, volunteers and contractors are expected to act professionally and in accordance with the school's expectations regarding staff conduct toward children and young people. Guidance and professional development about appropriate interactions with students, how to exercise duty of care and how to maintain professional boundaries is provided. It is a staff members responsibility to be familiar with these expectations outlined in both the CSBB Code of Conduct and the Professional Expectations Policy.

Staff, volunteers and contractors have a duty of care to:

- Ensure no child or young person is exposed to foreseeable risk of harm;
- Take action to minimise risk;
- Supervise actively, and report concerns to the Principal or seek further advice if they see others acting inappropriately with children or young people.

Staff, volunteers and contractors are expected to:

- Demonstrate appropriate relationships with children and young people that cannot be misinterpreted as overly personal or intimate;
- Uphold professional boundaries. Staff should not be contacting students for non-educational purposes, be alone with students, making inappropriate jokes, touching students inappropriately or showing a student favouritism/special treatment)
- Remain within the responsibilities of their roles and allow those appropriately trained to deal with student welfare concerns;
- Minimise physical contact with children and young people unless it is necessary to exercise appropriate duty of care;
- Follow the school's policies and procedures relating to pastoral care and wellbeing including serious incidents and reporting risk of harm.

## **ADDRESSING COMPLAINTS OF INAPPROPRIATE BEHAVIOUR OF ADULTS TOWARDS CHILDREN AND YOUNG PEOPLE**

We are committed to providing a safe and supportive environment for both students and staff. This includes addressing complaints of inappropriate behaviour of staff, volunteers and contractors towards any child or young person.

Such complaints are handled differently to other types of complaints which may arise in the school because of legal obligations established by the *NSW Children's Guardian Act 2019*. The NSW Office of the Children's Guardian is a government agency which requires schools and other organisations working with children and young people to ensure systems are in place for recording and responding to all allegations of a child protection nature against staff, volunteers and contractors.

If you have concerns about alleged inappropriate behaviour by staff, volunteers or contractors towards any child or young person it is important that you discuss your concerns with the Principal who in turn will consult with the CSBB'S Safeguarding Office, if the complaint relates to the principal you can contact Safeguarding directly.