



Our Lady of the Angels' Catholic Primary School

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OLA Vision

Our Lady of the Angels' Catholic Primary School is a welcoming, supportive community, where a love of life and learning is nurtured and celebrated within the Catholic tradition.

***Shine with Life;
Learn with Love,
Grow with God.***

OLA Mission

As a Catholic community, inspired by the lives of Nano Nagle and St Francis, we empower and celebrate all as life-long learners and leaders. We embrace joy, service and respect by shining with life, learning with love and growing with God.

**Please refer to the Parent Portal
for school information**

Parent Handbook

WELCOME TO OUR LADY OF THE ANGELS' SCHOOL

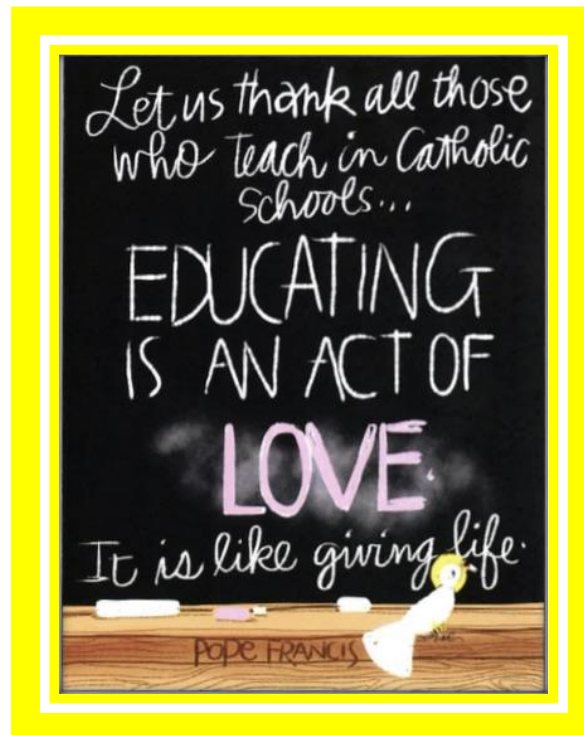
Our Lady of the Angels' Catholic Primary School is an Archdiocesan school. As such, we act as an evangelical ministry of the Catholic Church. Within an increasingly secular and pluralist society, Catholic schools continue to be sustained by religious conviction and mission, and seek to activate and inspire informed and responsive participants within a global society. The identified priorities, concerns and actions of all members within our community contribute to the ever-evolving expression and witness of OLA's Catholic school identity. The integral interplay of life and culture is a dominant theme within the Congregation for Catholic Education publications, offering insight into how we express Catholic identity as a school. As a Catholic school community we are called to be active participants, inspired by the example of Christ as shared in the Gospel.

Each of us plays a vital role in creating the culture of this school by contributing to the quality outcomes desired for all community members. It is acknowledged that we act with integrity and in a professional manner, providing positive role models within our community. Everyone in our community plays a vital role in enhancing the teaching and learning that takes place at OLA, as well as the Catholic culture and identity of this school. We wish to bring a sense of creativity, relevance and rigour to our learning context, which cannot adequately be captured in words.

In the spirit of Nano Nagle and St Francis let us ensure that the learning environment at OLA reflects our school motto, as we:

“Shine with Life; Learn with Love; Grow with God”

Nick Hurley
Principal





Our Lady of the Angels' Catholic Primary School Culture Statement

At Our Lady of the Angels' Catholic Primary School, inspired by the Franciscan and Presentation charism, we are a community where all members 'shine, learn and grow'.

We believe in our symbols; the cross, the lantern, the flora and fauna, which highlight the message of Jesus Christ, the uniqueness of every individual and the vital importance of learning across all facets of life. We follow in the example of St. Francis of Assisi and Nano Nagle as we authentically promote future focussed learning, responsive to the needs of our time.

We believe in creating ways of working, processes and systems that connect us with our Brisbane Catholic Education motto to teach, challenge and transform. Our ways of working together promote a structure and passion for contemporary learning and teaching.

With strong pedagogical practice, connected to our learners and to system expectation, we empower all learners. We recognise what best practice in learning and teaching looks, sounds and feels like, within this professional learning community. We are creative, persistent, reflective, self-directed and collaborative learners who are committed to refining our expertise, informed by past experiences and future aspirations.

At Our Lady of the Angels', we are a student-centred community; friendly, safe, healthy, responsible and proud. We acknowledge our connections to Christ, Charism, Country and Community as we celebrate a collective responsibility for every family in our care.

Our parish school community is inspired by the Brisbane Catholic Education Vision:

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

Our Vision is enlivened by:



CELEBRATING OUR CATHOLIC CULTURE AND CULTIVATING A CONNECTED COMMUNITY



The land on which Our Lady of the Angels' Catholic Primary School is located was first inhabited by the Turrbal Peoples. It was later farmed by German Settlers, before being purchased by Archbishop Duhig. In 1937 the Franciscan Friars built the original church named after St Paschal. In 1950 the new building was opened with the church on the ground floor and classrooms on the second floor. Our Lady of the Angels School was opened by the Presentation Sisters in January 1950 with 270 students in attendance. We therefore celebrate a dual charism of Franciscan and Presentation traditions.

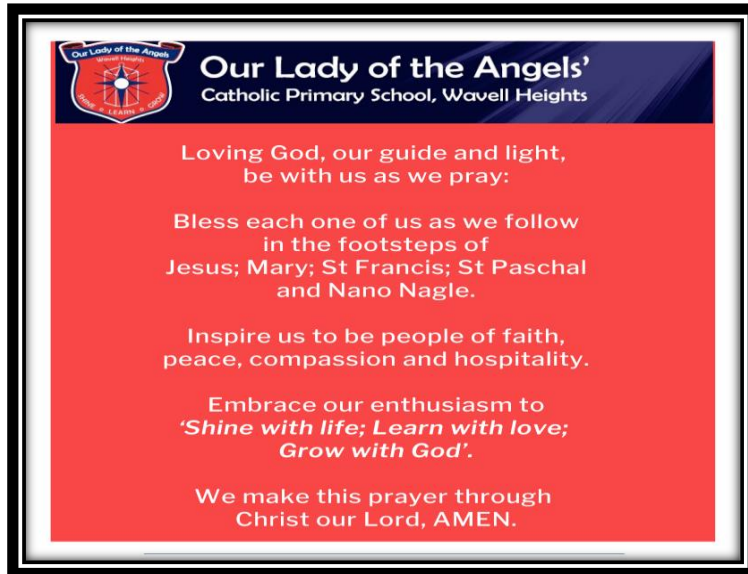
Our classes are named Our Lady (O), Francis (F), Paschal (P) and Nagle (N). We celebrate the Feast of St Paschal on the 17th May and the Feast of Our Lady of the Angels is celebrated on the 2nd August (which often coincides with Catholic Education Week – Week 3 Term 3). We celebrate St Francis' Feast Day each year with a Pet Mass early in October (Feast Day 4th October). In the Presentation tradition we celebrate the Feast of the Blessed Virgin Mary on 21st November.

Inspired by Christ and his faithful followers we embrace a whole school approach to the teaching and learning of Catholic Social Teachings. We also emphasise the importance of embedding Catholic perspectives across the curriculum. The Catholic social teachings inform our decision making and ways of interacting in our wider community.

Catholic Social Teachings are taught with a whole school approach following the Liturgical Years. Sacred Time liturgies, Assembly notices and Newsletter articles make regular reference to Catholic Social Teaching to enhance a common language and understanding between all community members.

Liturgical Year:	Semester One:	Semester Two:
A	Common Good	Solidarity
B	Preferential Option for the Poor	Dignity of the Human Person
C	Subsidiarity and Participation	Kinship with Creation

When we teach about our founders, the traditions of their charism and Catholic social teachings we ensure that the teaching and learning replicates the nested sequence of the Australian Curriculum. This ensures that students are exposed to a consistent and developmentally appropriate level of content and skills, building on their understanding of and connections to their world (Prep), through to Asia and the wider world (Year 6).



Class Prayer: Each classroom must have a visible prayer space which reflects the liturgical seasons and displays symbols and artefacts of the Christian tradition. Class prayer provides a daily opportunity to share prayers of praise and petition. Morning and afternoon prayer, Grace and Franciscan Five each provide an opportunity to gather in prayer.

Sacred Time Liturgy: Class liturgies celebrate the traditions and rituals which reflect the liturgical calendar and the Religious Education Curriculum. Each week the whole school joins to celebrate Children's Liturgy. This valuable communal prayer experience increases the understanding of liturgy, as well as seeks active participation in the contemporary expression of prayer and reflection.

Parish Mass: Classes are invited to participate in Parish Mass. This is rostered to reflect classroom learning, Sacramental preparation, Holy Days of Obligation and/or Feast Days.

Social Justice Activities:

At OLA we support the following Catholic organisations by encouraging community members to actively participate in raising awareness of issues of injustice and contribute through acts of charity.

Term 1: Caritas – Project Compassion	Term 2: St Vincent de Paul – Winter Appeal
Term 3: Presentation Sisters – Ningil Bread Day	Term 4: Catholic Mission – Soctober St Vincent de Paul – Christmas Hampers

Student Awards:

<p>Let Your Light Shine Award We believe that members of our community contribute in extraordinary ways to mission and service. Let Your Light Shine Award is based on the Presentation and Franciscan Values: Hospitality, Justice, Compassion and Simplicity</p>	<ul style="list-style-type: none"> • Acknowledges extraordinary and outstanding achievements made by children in mission and service. • These awards will be presented at Assembly indicating the nature of the extraordinary action.
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<p>Weekly Class Awards based on the OLA Learning Attributes</p> <p>We believe that every child is deserving of an award to celebrate the way they have embraced and demonstrated a particular Learning Attribute. Learning attribute awards include:</p> <ul style="list-style-type: none"> ○ Creative Approach to Learning ○ Collaborative Approach to Learning ○ Persistent Approach to Learning ○ Self-Directed Approach to Learning ○ Reflective Approach to Learning 	<ul style="list-style-type: none"> • Classroom Teacher selects a student who has demonstrated the Learning Attribute for that week. • One child from every class each week is acknowledged at assembly.
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Positive Behaviours for Learning (PB4L):

All staff and parents have a duty to guide, support and direct our children, so that their self-concept, dignity and sense of belonging can develop positively within the school community. The school motto, **‘Shine with life; Learn with Love; Grow with God’** is lived out in the daily practices of all in the school community.

At OLA, our goal is to assist students to be independent and self-directed learners. We use the BCE endorsed strategy, Positive Behaviours For Learning, to engage and encourage students. PB4L is about people, practices and processes, focusing on the way we work, rather than providing a program for implementation.

Integrated into the PB4 Learning strategy are:

- A focus on learning
- Capability building
- Comprehensive use of data
- Identifying and implementing evidence-based practice

  <p>Positive Behaviour 4 Learning</p>		Identifying Tier One Universal Supports Essential Components of Implementation in your School		
<p>1. Common Philosophy and Purpose</p> <ul style="list-style-type: none"> ➢ Strong Catholic Identity ➢ Use BCE Student Behaviour Support Policy and Procedures ➢ School Student Behaviour Support Plan outlining: <ul style="list-style-type: none"> • School Vision and Mission • Shared philosophy and beliefs about behaviour learning and teaching • System supports for staff • Continuum of student supports • Use of preventative instructional approaches • Bullying prevention • Data collection and analysis for student support ➢ Strengthen academic and social progress for all students ➢ Increase student engagement in learning ➢ Shared understanding of PB4L framework and implementation of Effective Classroom Practices ➢ Develop reflective practice 	<p>2. Leadership</p> <ul style="list-style-type: none"> ➢ Everyone knows and implements the School Student Behaviour Support Plan ➢ Principal and leadership team drive strategic planning and implementation - SMART goal ➢ Universal support systems are implemented and resourced ➢ PB4L Universal Team of teachers met regularly ➢ Use TIPS and data analysis ➢ Teachers leading implementation ➢ All staff committed and implementing Universal supports ➢ Regular communication to staff, students and families 	<p>3. Clarity: Our Expectations</p> <ul style="list-style-type: none"> ➢ Strong Catholic Identity and values drive expectations ➢ Informed by Personal & Social Capabilities (ACARA) ➢ Define expectations and rules <ul style="list-style-type: none"> • Clear, simple, positively stated, common language • Student friendly • Learner dispositions • Agreed upon by staff, students and parents ➢ Matrix development <ul style="list-style-type: none"> • Visual and visible • School settings/contexts • Specific, observable, measurable behaviours • Consistency across all year levels 	<p>4. Focus: Teaching Expected Behaviours</p> <ul style="list-style-type: none"> ➢ Use BCE Learning and Teaching framework ➢ Use BCE Model of Pedagogy ➢ Use BCE Effective & Expected Practices ➢ Teach Personal & Social Capability (ACARA) through the learning areas ➢ Explicitly teach behaviours for learning from matrix in settings/contexts <ul style="list-style-type: none"> • Example / non-example • Role play in context • Visuals – photos, posters • Check for understanding • Practise and re-teach • Goal setting ➢ All teachers implementing Effective Classroom Practices & Responses 	<p>7. Data Informed Decision Making</p> <ul style="list-style-type: none"> ➢ Use BCE Engage student support system (database) ➢ All teachers entering minor and major incidents into Engage ➢ Leadership using Engage for school-wide monitoring ➢ Use BI Tool analytics ➢ Use multiple sources of data: <ul style="list-style-type: none"> • Attendance • Academic • Walk throughs • Review and Response • Data walls • Student voice ➢ TFI data is used to inform planning and implementation ➢ Create transparency and trust through the sharing of data ➢ Include parent consultation
		<p>5. Feedback: Encouraging Productive Behaviours</p> <ul style="list-style-type: none"> ➢ All teachers using Effective Classroom Practices & Responses ➢ Provide feedback to students – specific, positive, timely, frequent ➢ Use contingent and non-contingent feedback ➢ Have a menu of reinforcers ➢ Encourage a Growth Mindset ➢ Awards and rewards – fun, element of chance, linked to matrix, for all students ➢ Regular school recognition and celebration of student success 	<p>6. Feedforward: Responding to Unproductive Behaviours</p> <ul style="list-style-type: none"> ➢ All teachers understand and can identify Major and Minor behaviour ➢ All teachers using Effective Classroom Practices & Responses ➢ Provides an opportunity for a teacher to teach and a student to learn ➢ Teachers are responsive to student needs ➢ Respond to unproductive behaviour using: <ul style="list-style-type: none"> • De-escalation strategies • Problem solving with students • Restorative Practice approaches 	<p>8. Effective Classroom Practices & Responses</p> <ol style="list-style-type: none"> 1. Plan using Approved curriculum 2. Differentiating learning 3. Clarity of expectations 4. Procedures and routines 5. Active supervision and feedback 6. Opportunities to respond 7. Encouraging productive behaviours for learning 8. Responding to unproductive behaviours 

An important component of PB4L is the continuum of behavioural supports, acknowledging that students need differing levels of behavioural interventions (in the same way adjustments are made to accommodate teaching and learning). The connected continuum informs our school staff regarding each level of support, linked to the behaviour plan. In this way, behavioural strategies will become life-long skills, able to be transferred in other contexts. Restorative Justice is developed on a philosophy that focuses on building, maintaining and valuing relationships, providing a framework which fosters forgiveness and peacemaking. It is about building communities of care, whereby individuals are accountable for their actions while focusing upon repairing and strengthening relationships.



Establishing Behavioural Expectations

At Our Lady of the Angels' there are many ways that staff establish the behavioural expectations of our children including:

- Using the school PB4L OLA Matrix
- Explicit teaching of school and classroom rules and expectations
- Reinforcing positive behaviours
- Explaining why a behaviour is expected or a consequence is necessary
- Using appropriate consequences when behaviour expectations are not met
- Empowering children to take responsibility for their actions using restorative justice practices
- Using effective communication and sharing a common language about behaviour in our school community
- Promoting the responsible use of digital technologies through Digital Citizenship.

To support our students in being active and engaged members of OLA, we link the PB4L Matrix with Our Learning Attributes (OLA's) and the OLA Hi-Five.

THE OLA'S Our Learning Attributes	
Creative Approach to Learning	Seek creative ways to solve problems
Collaborative Approach to Learning	Work effectively with others
Persistent Approach to Learning	Strive to do our best with a 'can-do' approach
Self-Directed Approach to Learning	Develop independence in our learning
Reflective Approach to Learning	Take time to reflect on and refine our learning



Community Groups at OLA

School Board

The OLA School Board exists as a group of members who are either ex-officio, such as Principal and Parish Priest or elected/invited members who act in an advisory/support capacity for the Principal. The Board utilises the shared wisdom of decision-making model, with its main focus areas being school finance and policy. This group meets once per term, with terms of appointment dependant on the needs of the school.

Parents and Friends Association

As a school we promote productive partnerships with parents. The P&F committee is the executive parent body within the school. Executive positions consist of:

- *President*
- *Vice President*
- *Secretary*
- *Treasurer*

The P&F meet on the second Tuesday of each month. Parents are always encouraged to attend. There are sub-groups of the P&F in which parents are able to play an active role.

Volunteers

Any external consultant, volunteer or other personnel accessing the school grounds must download and read the Code of Conduct for Volunteers and Other Personnel. This can be found on the Brisbane Catholic Education website –

<https://www.bne.catholic.edu.au/students-parents/student-protection/Pages/Student-Protection-and-Code-of-Conduct-Training-for-Volunteers-and-Other-Personnel.aspx>

A copy of the certification of course completion must be submitted to the school office.

For adult volunteers, other than current parents of an OLA student, it is necessary to hold or obtain a current Blue Card.

Some roles that a volunteer may undertake include:

- Assist in a class or year level activity or event
- Accompany students to a sporting activity or excursion
- Tuckshop
- Library assistance

Care and Concern

Care and Concern is a group of volunteer parents from our school and parish community who help other families when they are experiencing short term hardships, illness or tragedy. The volunteers assist by providing meals, transport or helping in any practical and respectful ways.

Curriculum and Reporting

CURRICULUM STRUCTURE

Religion 
English 
Mathematics 
Science 
Humanities and Social Sciences 
The Arts 
Technologies 
Health and Physical Education 
Languages 

At OLA our learners are at the core of what we do. Our teachers plan, teach, assess and report using the [Australian Curriculum and the Religious Education Curriculum from the Brisbane Archdiocese](#).

At OLA a contemporary Catholic perspective and world view is celebrated and embedded throughout the whole Curriculum. Catholic Education aims to grow and develop the whole person, informed by an understanding that all are made in the image and likeness of God, therefore worthy of innate dignity. The aim of Catholic Education is to prepare all community members for active and faith-informed participation in an ever-evolving society.

From Prep – Year 6, the Curriculum Learning Areas include:

OLA follows the indicative [time allocation advice](#) of Australian Curriculum, Assessment and Reporting Authority (ACARA) and Brisbane Catholic Education (BCE) to ensure allocated curriculum delivery for each learning area.

At OLA, all Prep to Year 6 students participate in weekly specialist lessons (PE, French, Music, E-Learning [digital technology] and Library). This time allocation is utilised by classroom teachers for the planning and preparation of curriculum delivery.

Music

Each class participates in a weekly music program conducted by our music specialist for Prep to Year 6, ensuring a quality music education is available to all students. A Choral programme exists for children from Year 3- Year 6.

An instrumental program also exists for children with lessons conducted in school time. Children are responsible for having their own instruments and are provided with a timetable established by the external Co-curricular Instrumental Music Teacher.

Swimming

Children in Year 3 - 6 classes attend three swimming lessons per week over three weeks in Term 1, and Prep – Year 2 children attend in Term 4. A swimming levy is incorporated in the school fees, which covers coaching and transportation to the Nudgee Swimming Pool. It is expected that all children participate in swimming lessons unless a medical reason prevents them from doing so. If a child is unable to swim, a letter must be sent by a parent to inform the class teacher of the reason. **Wearing a swimming cap is compulsory at all times.**

Extra-Curricular Opportunities

Dance, swimming, choir, representative sporting opportunities, chess, rock climbing, homework club, robotics, coding and extension challenges, as well as instrumental music are offered regularly throughout the year.

Students with Diverse Learning Needs

OLA prides itself on being an inclusive school environment that caters for the diverse needs of all learners. Our experienced Leadership and Student Support Services Team collaboratively work alongside our classroom teachers and parents in monitoring the ongoing learning, social emotional and developmental needs of all students. For students with additional needs, more comprehensive feedback is provided to families in the form of consultation and review meetings with the appropriate personnel. Guidance Counsellor and/or specialised allied health professionals are also able to provide advice and expertise as required. Where appropriate, individualised and differentiated curriculum documentation is

provided and discussed with all stakeholders. Differentiated assessment opportunities are provided as required to enable our students to best demonstrate their knowledge, skills and abilities.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

The Federal Government provides funding to schools to assist in providing for the educational needs of students with a disability. To ensure accountability of this funding all schools engage in an annual process to collect the following information:

- the number of school students receiving an adjustment due to disability.
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This assistance allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992. Parents and Caregivers of children with a disability are informed of this process and included in consultation with staff from the school-based Student Support Services team.

Assessment & Reporting

The purpose of assessment is to gather information and make judgments about student learning in relation to curriculum goals guided by set criteria. Information is collected both during, and at the end of, each term. The teachers at OLA are committed to open communication with parents based on their professional understanding of an individual's growth in learning. To this end the following schedule applies:

- Information Meetings

These are held at the beginning of each year. Teachers explain class routines and provide general information about the year's programme.

- Interviews

Parent/Teacher Interview during Term 1 to share information about your child as a learner.

Parent/Teacher/Child led interviews are conducted in Term 3 with all families to discuss student achievements.

- Summative Reports

Each Semester a written report detailing student achievements is provided via the Parent Portal.

- Sharing of Student Work

Samples of your child's work can be accessed through TEAMS and other methods provided by the teacher - eg Blogs

Throughout the school year parents are welcome to make appointments with class teachers to discuss children's learning. Class teachers are always willing to elaborate on children's development with given notice. Please phone or email to arrange an appointment time.

Standardised Testing

The following assessment will be carried out to assist in presenting detailed information on individual children's performances in Literacy and Numeracy:

- PAT Reading and PAT Maths
- Year 3 Naplan Test
- Year 5 Naplan Test

Camps and Excursion/Incursion

Camps and excursions are an important part of contextualised learning. Learning experiences beyond the confines of the classroom situation allow for exposure to different environments, people or expertise and acknowledge different sources of information. The opportunity to learn beyond the confines of the classroom allows the children to develop responsible behaviour, their independence and interdependence along with gaining greater insight into the social interactions of their peers. Year 4 attend an overnight camping experience. Year 5 and 6 attend a 2 night, 3 day camp experience. Excursions and Incursions occur during the year to allow students to connect in different ways to the curriculum.

Policies and Procedures

School Hours

8.15am - 8.35am	<i>Before School Supervision</i>
8.35am - 10.45am	Session 1
10.45am - 10.55am	<i>Eat in Classroom</i>
10.55am - 11.25am	<i>First Break</i>
11.30am – 11.35am	<i>Franciscan 5 – Contemplative and meditative prayer</i>
11.35am - 1.35pm	Session 2
1.35pm - 1.55pm	<i>Second Break</i>
1.55pm – 3.00pm	Session 3
3.00pm	End of school day

School Houses

House Name	Colour
Bundal	Maroon
Mianjin	Green
Warraba	Purple
Wyampa	Blue

Arrival & Departure of Children

Supervision for students begins at 8.15am. If students arrive prior to this, they are to wait on the seats in the Courtyard. Upon arrival, children may place school bags in the designated class areas, then proceed to the supervised play area. Children are **not** permitted to stay in classrooms prior to class commencing, without teacher supervision. Children and families are asked to depart promptly at 3.00pm. Unless Principal permission is given, no student is to remain in the school following dismissal.

Absent Children

A parent must notify the school in the event of a child being absent. Preferred notification is by BCE Connect App or Parent Portal. The office will send a SMS message to the main parent contact if after roll call, a child is absent and notification has not been received from a parent.

Assembly

A school assembly takes place each Monday in the Multi Purpose Hall. Classes are to be seated by 8.50am for a prompt start.

Catholic Early EdCare - OSHC

Wavell OSHC is located on the grounds of Our Lady of the Angels. The students who predominantly attend our service are from OLA or Wavell Heights State School. For more information, please visit <https://www.catholicearlyedcare.qld.edu.au/wavell-outside-school-hours-care-wavell-heights/>

Evacuation and Lockdown Procedure

The School Critical Incidents Procedures document provided details regarding Fire Drill and Lock Downs. Each area of the school has an evacuation map displayed that indicates the route to follow to the designated safety zone. All staff, students and visitors on site (including parents) are to take part in practise evacuations. The school practises the evacuation drill twice a year.

As there is no way of telling if these events are drills or real situations, we treat each incident as if it is an actual threat. In the event of an emergency parents will be notified and are not to approach the school. Further instructions will be communicated in a timely manner.

Staff/Students/Parents and volunteers should NEVER speak to the media regarding an incident that has occurred at school. Protocols are in place within Catholic Education, which will need to be followed strictly, regarding these extreme events. If the media attempts to approach you to gain information, you should direct them to the Principal, or state 'No Comment'.

Fees

The School Fee Policy, Schedule of Fees and how to make payment are available from the Parent Portal or the website.

First Aid Facilities

The sick room in the Administration Block stores the major first aid equipment and kits. Children and adults requiring first aid treatment of serious injuries are to be directed to the office for treatment by a Senior First Aid Officer. Parents of sick or injured children will be notified if deemed necessary by a first aid officer. Details of minor accidents and treatments are recorded in the First Aid book. More serious incidents are to be reported to the WHSO for online lodgement to BCE.

If children are genuinely not well enough to participate in class activities, they should not attend school.

The Qld Health Time Out Poster can be found on the Parent Portal or via [this link](#).

Medication

If your child requires medication whilst at school, you will need to complete a Student Medication Request form, available at the school office or on the parent portal. This will need to be signed by yourself and/or your local GP and then returned to the school office.

For children who have a serious ongoing medical condition, a Medical Action Plan, signed by a medical practitioner, will need to be provided to the school. A record of your child's condition and/or medication will be recorded at the school.

BCE schools must follow this procedure to reduce the risks associated with giving students:

- prescribed medication (including scheduled drugs, complex and long-term medication)
- emergency medication
- non-prescribed medication (including over-the-counter medications)
- paracetamol

This procedure applies during school hours and all school activities such as excursions, camps, sporting events and international travel. It is your responsibility as a parent/carer to make sure any medication, Student Medication Request Forms and Medical Action Plans your child requires is available and up-to-date.

Guidance Counsellor

The Guidance Counsellor assists with the academic, social, emotional and behavioural needs of all students. However, if a particular child's needs require Guidance intervention, a referral to the Student Support Team is to be completed, thereby initiating the support process. Written parent permission must be gained prior to the counsellor seeing a child. Guidance support can also be provided through parent consultations, staff/parent training programmes, specific testing of children, or referral to specialists for further diagnosis/treatment.

Homework

The OLA Homework Policy is available on the OLA website and Parent Portal.

Newsletter

Our newsletter is emailed fortnightly on a Tuesday and provides important communication about the many happenings at school. Please view the calendar of events which is also available on the Parent Portal or BCE Connect App.

Permission Slips

Permission slips are emailed to legal guardians via EdSmart. The online system is extremely easy for parents to use. Instead of paper forms coming home in your child's school bag, you will be sent an email notification, with a link that opens a secure web page version of the form to complete and submit. You can do this on your phone, tablet or computer.

Qkr!

Qkr! by Mastercard is an easy to use app for school purchases. It provides a convenient and efficient way to pay for all tuckshop and uniform shop purchases. Qkr! is also used for special occasions like school events, charity donations, discos, and fundraising events. Getting started is easy – just download the app and register.

Qkr! Refunds: Tuckshop Orders

To reduce school costs, cancelled food orders are refunded in the form of credit for future orders. The purchase must be cancelled on the *Qkr!* App and a 'Refunded' stamp will appear on your eReceipt confirming that the order has been cancelled and a credit is available for future food orders. The value of any outstanding food order credits will automatically be deducted from your next *Qkr!* food order.

If orders are not cancelled before the cut-off, refunds and credits will not be available.

Qkr! Refunds: All other Payments (Non-food)

Uniform orders will not be refunded. Please visit the Uniform Shop to arrange an instore credit.

All other purchases made via *Qkr!* are non-refundable via the App. All care is to be made when making a specific purchase.

Tuckshop

The tuckshop operates on Monday, Wednesday and Friday. Orders are completed on Qkr! app. Tuckshop baskets are collected by children at the beginning of lunchtime and orders are distributed by the teacher. Tuckshop baskets are returned to the tuckshop once orders have been distributed.

Uniforms

Our Lady of the Angels' school community takes pride in its school uniform. It is a highly visible symbol of who we are. The wearing of the school uniform helps to maintain a sense of belonging amongst all children in the school. It is also a public symbol to the community of who the children are. The wearing of school uniform in a neat and tidy manner is to be assisted by teachers encouraging the correct items being worn and worn properly. Children are expected to wear the full school uniform with pride and keep it clean and presentable. Parents are asked to ensure their child is wearing the correct school uniform at all times.

Substitutes are not acceptable. All items (except for shoes and track pants) can be purchased from the school's Uniform Shop. The Uniform Shop is open Wednesday during term time from 8.30am – 9.15am. Orders can also be placed on Qkr! for delivery every Wednesday.

Please ensure that all items are clearly marked with the child's name.

Formal Uniform

Formal Checked Uniform

OLA School Socks or White socks that cover the ankle are to be worn with both uniforms

Black shoes

OLA Wide Brim Hat or OLA Bucket Hat

Sports Uniform

Years P-6 Navy Shorts

Sports Shirt with house colour

OLA School Socks or White socks that cover the ankle are to be worn with both uniforms

Sports shoes

Cold Weather Options

School Jacket/V-neck jumper

Navy tights

(Plain navy track pants may be purchased elsewhere)

Hair

Hair ribbons, headbands, clips or scrunchies should be Navy, Red or White. Hair that is longer than shoulder length should be tied up in a pony tail or similar. Hair should be kept neat and tidy at all times.

Jewellery

Acceptable forms of jewellery may include one or more of the following:

- A set of earrings; these being plain surgical studs or sleepers worn in the lower ear lobes. One piercing per earlobe is permitted.
- One necklace with a religious symbol.
- No rings or wrist jewellery allowed, except for a watch (Not a Smart Watch) and medical bracelets.

All jewellery is to be removed by students before playing in school sports teams and before participating in competitive physical educational activities. In general, this would not include Health and Physical Education lessons.

Cleanliness and Hygiene

Cleanliness and grooming standards are expected to be well maintained by all students. Students are not permitted to wear nail polish or make-up. Students are reminded to regularly wash hands and are encouraged to utilise hand sanitiser when needed.

Sun Safety

The children are to wear the OLA broad brimmed or bucket hat at all times when outdoors including to and from school. The school's policy is **HAT ON, WE PLAY!**

The Sunsmart Policy Statement is available from the Parent Portal or website.

Student mobile phones

Student phones must be left at the school office during school hours.

Visitors to the school

All visitors during school hours (including parents and guardians) must report to the school office to sign in.

Workplace Health & Safety

Workplace Health and Safety is an integral part of our environment and we work hard to ensure that our school is a safe environment for our children, staff and parents. OLA complies with all the workplace Health and Safety requirements of legislation and Brisbane Catholic Education. The school has policies in place in regard to safety issues and the school environment is regularly inspected to ensure all safety issues are addressed. Staff, parents and children are encouraged to communicate with the WHS Committee any issues that may arise and if additional policies are required. OLA has a Work Place Health & Safety School Officer dedicated to this area of work.

Student Protection Contacts

Student protection is everyone's business! If any parent, student or staff member is made aware of child abuse or suspected abuse, they are required to report directly to a Student Protection Contact (SPT). Student protection posters are visible in every learning space and photos of the SPC's are attached to these posters. The schools SPC members include Principal, Assistant Principal and Guidance Counsellor. It is the responsibility of all to 'Recognise, React and Report' any known, potential or likely harm to children and minor under the age of 16 years.

Complaints

In managing a complaint from a student, parent or guardian, the following principles apply:

- Interactions are people and solutions focussed: build on trusting relationships by respecting individuals and the community
- Understanding that students, parents and guardians have a right to voice complaints
- Accessibility of information on how and where to make a complaint is available and easy to access via the School Portal

- Local resolution is most effective when complaints are solved promptly and at the point of receipt, where possible
- Responsiveness of staff to prioritise and resolve complaints in a fair and timely manner is essential, with complainants informed of progress in the complaints handling process
- Objectivity and fairness apply to procedural fairness and withholding of judgement
- There is no detriment to students, parents and guardians. They are not adversely affected because they have made a complaint
- The complaint is viewed as an opportunity to learn, improve and grow
- Accountability of employees is known and exercised, regarding their roles and responsibilities
- Confidentiality of complaint information is managed in accordance with Australian Privacy Principles within the Privacy Act.