



Our Lady Queen of Peace Primary School

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Catholic Schools
Parramatta Diocese

2024 Annual School Report



Introduction

About the Annual School Report

Our Lady Queen of Peace Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mrs Lisa Crampton

I am proud to present to you the 2024 Annual School Report for Our Lady Queen of Peace Primary School, Greystanes. Our Lady Queen of Peace Primary School is a dynamic Catholic school committed to quality education in Greystanes. Children, parents and pastors combine to provide a Christian environment that nurtures the uniqueness of each individual.

We enjoy a strong and positive partnership with the parent community in our school. The school has an active Parent Group that is focused on learning, welfare and fundraising activities.

At Our Lady Queen of Peace Primary School staff members are focused on pedagogy that reflects effective teaching and learning. Teachers strive to provide explicit teaching and learning experiences that engage our students and extend and deepen students' knowledge and understanding. In order to make learning more meaningful and relevant to our students, we are constantly looking at ways to integrate better quality digital resources into our teaching and learning.

Our classrooms are organised as flexible spaces that enhance learning. This initiative allows all children the opportunity to work with a number of teachers across the grade and to benefit from the expertise of all teachers involved. The children's learning is also supported through the provision of specialist teachers and support staff.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Our Lady Queen of Peace Primary School is dedicated to creating strong and ongoing partnerships with the parent community. The OLQP Parent Group is committed to being involved in the learning that happens within our school to enable them to support their children's learning.

In 2024, the OLQP Parent Fundraising Group held some fundraising events, including the Mothers Day and Fathers Day stalls, mufti days and a movie night. All money raised went towards purchasing new playground equipment and will go towards a new shade structure for the playground.

Parents were welcomed and encouraged to participate in a variety of areas such as classroom reading, sport and all events offered at the school. The support of the parents at Our Lady Queen of Peace Primary School provided not only more

opportunities for the students but also helped build and contribute to a strong sense of community.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

In 2024 at Our Lady Queen of Peace Primary School, all of our Year 6 students strove to be great role models for the rest of our school. We had two school captains whose responsibilities involved leading assemblies and representing our school at events held in the community. Our leadership team also included eight sports captains, community leaders and members of the Faith in Action Team.

Our school offered many sporting opportunities which included carnivals and soccer, touch football, netball and basketball teams at diocesan gala days. All students got a chance to represent our school in sporting events at all different levels of skill. We had other types of activities at our school such as gymnastics and dance through Zing Activ.

Years 4, 5 and 6 bring their own devices to school. It encouraged us to work in groups, solve problems collaboratively and use technology as a tool for learning. The school provides devices for all other students to support their learning.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

Our Lady Queen of Peace Primary School was established in 1957 to serve the early community of the Greystanes district. The school began as St Simon Stock Primary School in a building which doubled as the church and was run by the Sisters of Mercy until 1965 when the Dominican Sisters of Malta took charge. In the late 1960s, school enrolments increased rapidly and a new school building program was initiated on church land nearby. The first building was opened in 1970 and two years later the school was renamed Our Lady Queen of Peace Primary School. In April 2019, we began a major building project, encompassing a redevelopment of the whole school. In 2020, that stage was completed and the next stage of the project began.

Location / Drawing Area

Our Lady Queen of Peace Primary School Greystanes, is a large, Catholic primary school in the Cumberland District. Close to Parramatta, our area is geographically in the centre of Sydney. The School serves the Parish of Our Lady Queen of Peace and draws on students from the Greystanes area. Continued housing development at Pemulwuy has seen the local population grow and many of our families reside in this new area.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	74
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	41
Number of part time teaching staff	19
Number of non-teaching staff	14

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Our Lady Queen of Peace Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- The development of whole-school agreed practices in the teaching of English and Mathematics.
- Provided professional learning in small-group instructional practices in Reading, including Guided Reading and Reciprocal Teaching.
- Provided professional learning in explicit teaching practices to support student learning.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- The development of a Faith in Action Team (FIAT) to support student social justice initiatives.
- FIAT students and teachers engaged in the inaugural OLQP Winter Sleep Out.
- Collaborated with the Greystanes Catholic Community to encourage initiatives such as Winter Embrace and Christmas Embrace.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff were engaged in learning more about the Marian charism of Our Lady Queen of Peace School.
- Staff attended an overnight formation event to support their knowledge and understanding of the Marian charism.
- Scripture was explored further to develop an understanding of the Marian perspective within the Gospels.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	74%	66%
Writing	91%	77%
Spelling	68%	61%
Grammar and Punctuation	53%	54%
Numeracy	74%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	71%	71%
Writing	86%	67%
Spelling	76%	68%
Grammar and Punctuation	69%	65%
Numeracy	70%	68%

Student Profile

Enrolment Policy

Our Lady Queen of Peace Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
412	401
Total Enrolments: 813	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	92%
1	92%	5	93%
2	93%	6	93%
3	92%	School Average: 93%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	519
Students with disabilities (SWD)	181
Aboriginal and Torres Strait Islander	16

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Our Lady Queen of Peace Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Reviewed our PBS4L framework to ensure fidelity across Tier 1 universal supports.
- Purchased new resources, based on student feedback, for the playground and explicitly taught students how to engage appropriately on each playground.
- Implemented lunch 'clubs' based on student survey responses to provide alternate playing spaces and opportunities during break times.

Our Lady Queen of Peace Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Our Lady Queen of Peace Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Planned and delivered 'booster lessons' to support the PBS4L framework, based on student behaviour data.
- Engaged our local Police Liaison Officer to speak with our students about respectful relationships.
- Provided parents and students with resources, as needed, related to respectful relationships, safe behaviours and good decision making.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents report that there are clear expectations for behaviour for their children.
- Parents believe that their children are always encouraged to do their best work and that teachers have high expectations for learning.
- Parents acknowledge that their children feel safe coming to school and being at school each day.

Areas of strength from the student feedback include:

- Students report that they have friends at school they can trust and who encourage them to make positive choices.
- Students believe that they are accepted and valued by their peers and by others at their school.
- Students at OLQP are interested and motivated in their learning.

Areas of strength from the staff feedback include:

- Staff at OLQP strongly believe that the people they work with cooperate well.
- Staff have trust in the leadership team at OLQP.
- Staff at OLQP believe that there are clear expectations in their roles and responsibilities.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	By the end of 2024, all students will improve their reading comprehension. This will be evidenced by an increase in the number of students at or above the Australian norm in PAT-Reading.	Still Working Towards.
Priority 2	By the end of 2024, all students will improve their understanding of Number and Algebra. This will be evidenced by an increase in the number of students at or above the Australian norm in PAT-Mathematics.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve reading outcomes for all students K-6, through the use of explicit teaching strategies to deliver syllabus content.	
Priority 2	Improve students' knowledge and understanding of Scripture passages related to each Learning Cycle in the new RE curriculum 'Encountering Jesus'.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$9,254,556
Government Capital Grants ²	\$174,632
State Recurrent Grants ³	\$2,437,043
Fees and Private Income ⁴	\$2,051,855
Other Capital Income ⁵	\$329,478
Total Income	\$14,247,564

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$2,367,729
Salaries and Related Expenses ⁷	\$9,809,715
Non-Salary Expenses ⁸	\$4,609,630
Total Expenditure	\$16,787,074

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses