



Weetangera School

Preschool 2016

Parent Handbook



Weetangera School Contact Details

Southwell Street

Weetangera ACT 2614,

Australia

Website : <http://www.weetangeraps.act.edu.au/>

Email: info@weetangeraps.act.edu.au

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- o Principal: Mr James Barnett (Nominated Supervisor)
- o Deputy Principal: Ms Danielle Hoogland
- o School Phone Number: 62057488 School Fax Number: 62057487
- o Preschool Unit Phone: 62056670



WELCOME TO WEETANGERA

Weetangera School is situated in Belconnen in the north of the Australian Capital Territory. The school community consists of approximately 280 families (430 students, Preschool to Year 6) and just over 30 staff are employed to cater for the needs of our students.

Weetangera School was established in 1973 and is set amongst well established grounds. Weetangera was the first of two fully open planned schools to be built in Canberra. The structure now supports a team teaching approach to curriculum delivery with an emphasis on differentiating the curriculum to meet individual student needs.

Weetangera Primary School is recognised for our commitment to academic success, complemented by a comprehensive co-curricular program and a pursuit of service and compassion for the community. These programs provide students with a balanced development of the intellectual, emotional, physical, social and cultural elements of life in order to enable them to reach their potential both as a student and as a member of the community.

The Weetangera School community shares the vision that "Our students will learn and achieve to their potential. They will acquire skills that allow them to lead productive and responsible lives." Weetangera Primary School has a commitment to excellence in a caring, cooperative and inclusive environment. As a community we share the common values of respect, responsibility, resilience, honesty and inclusion.

It is the belief of our community that we are all responsible for the academic, social, emotional and physical well-being and development of the children in our care. We believe that the partnership between home and school is crucial and we do all we can to ensure the strength of this partnership.

Building on firm foundations, the school now looks to the future in a 21st century approach to learning. Educational literature on 21st century thinkers emphasise a range of qualities that our future will need: open mindedness; the ability to work collaboratively with others; to engage in problem solving; to analyse and integrate knowledge; to think creatively and imaginatively; to apply knowledge to respond to emerging needs and trends; and to communicate accurately, clearly and effectively. Our approach to teaching and learning is constantly reflected upon to evolve to meet these challenges, to give our students the best opportunity to engage with their preferred future.

I look forward to working with you and our students and making your association with Weetangera Primary School a fulfilling, productive and a rewarding experience.

James M. Barnett

Principal

BSc (Hons), PGCE, MEd (Hons)

Weetangera School Vision and Philosophy

Weetangera School Vision Statement

Our students will learn and achieve to their potential. They will acquire skills that allow them to lead productive and responsible lives.

Weetangera Values

Respect, Responsibility, Resilience, Honesty and Inclusion



Weetangera Preschool Philosophy Statement

We provide a caring and nurturing environment where we aim to develop the whole child. We build strong partnerships and collaborate with parents and carers to ensure their involvement in decisions regarding their children. Our students will learn and achieve to their potential and they will acquire skills that allow them to lead productive and responsible lives. We respect the views and feelings of each child and ensure planned and spontaneous activities are reflective of the needs and interests of all children. The preschool is a child-centred and stimulating environment, incorporating a play based approach to learning where we aim to actively engage all children. We create a respectful and inclusive culture where differences are valued.

At Weetangera Preschool, the educators:

Secure, Respectful and Reciprocal Relationships

- Ensure family members are welcomed into the classroom in a variety of roles.
- Ensure that the interests, abilities and culture of every child and their family are understood, valued and respected
- Encourage children as active participants for sustainability, influencing the quality of life now, and for future generations
- Initiate warm, trusting and reciprocal relationships with children and respect the views and feelings of each child
- Provide safe and stimulating environments for children
- Build on children's prior learning and experiences to build continuity for their learning and development
- Promote positive relationships between school leadership and preschool educators.

Partnerships

- Work with families to support children's learning and development at home and in the community
- Use families understanding of their children to support shared decision making about each child's learning and development
- Create a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children's learning and development experiences

- Educators are transparent and objective, and provide families with information about their children's learning and development, and about what they can do to further support their children
- Actively engage families and children in planning children's learning and development
- Acknowledge the significance of transitions within and across early childhood services and schools, and ensure that children understand the process and have an active role in preparing for these transitions.

High Expectations and Equity

- Establish high expectations for all children's learning and development
- Support children's learning and development through a combination of child-led and adult-led play based learning, as well as active teacher-directed learning
- Ensure that every child experiences success in their learning and development
- Recognise that every child can learn, but some children require quite different opportunities and supports to do this
- Maximise opportunities for every child
- Provide physical environments that support a range of opportunities for learning and physical activity, both indoors and outdoors
- Encourage children to explore, solve problems, communicate, think, create and construct.
- Use child-centred approaches to explicitly teach particular knowledge and skills.

Respect for Diversity

- Recognise bi and multilingualism as an asset and support these children to maintain their first language and learn English as a second language
- Promotes cultural awareness in all children, including greater understanding of Aboriginal and Torres strait islander ways of knowing and being.

Ongoing Learning and Reflective Practice

- Gather information that supports, informs, assesses and enriches decision-making about appropriate professional practices
- Continually develop our professional knowledge and skills that enables us to provide the best possible learning and development opportunities for all children
- Promote practices that have been shown to be successful in supporting children's learning and development
- Assess children's learning in ways that inform the educator's practice
- Use evidence to inform planning for early childhood experiences and practice.



Evidence of Learning

Parent Interviews - Formal parent interviews are held prior to your child commencing and at the end of Term 2. This ensures valuable insights and understandings. Teachers are available for brief informal discussions at the beginning and the end of the day. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher.

Written Reports - Written reports will be completed for each child at the end of each semester. The reports outline the child's development in a range of areas.

Learning Journeys - Learning Journeys are held in Term 3 of each year and provide an opportunity for parents/carers to spend some time with their child in the preschool environment.

Portfolios and Learning Stories - Each child has an Individual Portfolio where teachers record observations of children's interests, interactions and learning, and use this information to guide future planning. The Individual Portfolios are kept in the classroom for parents and children to look through at any time.

Curriculum

Early Years Learning Framework

The National Early Years Learning Framework for children from birth to 5 years is implemented at Weetangera School. The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life. It is a guide for early childhood educators who work with children from birth to 5 years. Teachers will use the framework in partnership with families, acknowledging that parents and carers are children's first and most influential educators, to develop learning programs which are responsive to the children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging, being* and *becoming*.

- Belonging is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place
- Being is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun
- Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.



Our teaching and learning programs evolve from the combination of student observations; student profiles data and parent/ teacher interviews. Teachers use this information to create student

centered learning opportunities which maximise student engagement and build on student strengths to facilitate learning. We do seek feedback from our families on our teaching and learning programs. Our programs are on display in our classrooms and we ask that parents give feedback and/ or provide suggestions which will inform our teaching and learning programs.

Our play based preschool environment, both indoor and outdoor learning spaces, cater for a balance of child-led, child-initiated and teacher-led learning experiences. Our learning areas appeal to a range of individual learning styles, capacities and interests. A balance of learning areas allows children the opportunity to explore interests, be intentional and actively make choices. This promotes empowerment, confidence and ultimately, a love of learning.

Young children's play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005).

Early Literacy

Children's language and literacy development take place in everyday activities accompanied by interesting talk with lots of new vocabulary words.

Early Numeracy

The importance of numeracy in early childhood cannot be underestimated. The foundations of numeracy are laid in the experiences of children as they 'undergo unparalleled cognitive, social, and emotional growth' during their early years.



A-Z of General Information

Allergies

Weetangera Primary is an Allergy Aware School. There are a number of children at the school who can experience severe allergic reactions to food products. These reactions range from mild to extreme and can be life threatening. **At Weetangera we ask that you keep these children safe and healthy by leaving nuts and nut products at home.**

Arriving and Departing

Proposed Hours of Operation

Monday, Tuesday (every 2nd Wednesday – weeks 1,3, 5, 7, 9) 9:00 am - 3:00pm

Thursday, Friday (every 2nd Wednesday – weeks 2, 4, 6, 8, 10) 9:00am - 3:00pm

The preschool day begins at 9:00am. Please wait on the verandah until staff opens the main doors. **Please note that children are not to be left unattended in the playground.** Children are required to wash their hands before entering the room. If you are running late to collect your child, please telephone the school or preschool to advise us of your situation. Your child will remain inside with a teacher until you arrive.

Regular attendance is important as this allows the children to settle into routines and establish themselves as part of the group. In accordance with the National Quality Standard, collection of children must be by a parent or authorised nominee.

At the beginning of the year, parents are required to complete forms authorising family or friends to collect their child. Any changes to the normal routine of collecting your child is required to be written down in the "Communication Diary" which is accessible to parents each morning and afternoon. It is also requested that you advise staff verbally of this change.

Belongings

Please ensure all your child's belongings are labelled to avoid things getting lost or misplaced. Hats, jackets, lunchboxes, drink bottles, school bags and anything your child might bring to preschool should be **clearly marked with their name.**

What students will require each day:

- backpack
- lunch box and drink bottle
- appropriate footwear
- clothing suitable for the day
- library bag
- warm coat and hat for cooler weather
- spare set of clothes-seasonally appropriate.



A new sunhat will be provided by the preschool at the beginning of the year. These will be kept at the school. Please ensure your child is dressed appropriately for weather in a way that allows free movement and participation in messy play. Shoes should do up firmly. Thongs, Crocs or slip on shoes are not suitable. A warm coat is necessary for winter. Please provide a change of clothing in your child's bag each day in case of accidents.

Birthdays and Celebrations

Birthdays are celebrated at preschool so please feel free to bring a cake or cupcakes to share with the group for your child's special day. If your child has special dietary requirements, an alternative "treat" can be brought from home and kept in the freezer to give to your child when birthdays are celebrated.

If your family celebrates specific occasions, we would love you to share this us. We are then able to include this in our program. It is a great way of education young children about the cultural diversities within our community.

Child Protection

All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected physical and /or sexual abuse of children is a criminal offence. Educational programs support children's understandings of protective behaviours and enhance social and emotional skills.

Communication

Our school recognises the importance of positive parent/staff relationships. We encourage:

- Sharing knowledge to enhance the growth and development of your child
- Developing positive relationships with families that are based on mutual trust and open communication
- Developing a sense of belonging to the preschool for the children, parents and staff.

Newsletters - Newsletters are produced on a weekly basis by the school and sent out electronically. Hardcopies are also made available. Newsletters contain information about what is happening in the school, upcoming events and news from each year level and the specialist teachers.

Parent Notice Board and 'Take-Home' Pockets - Important notices are placed on the noticeboard outside your child's classroom. Each child has a labelled 'take home pocket'. Please check it everyday as this is where notes for preschool information are put. There will also be paintings and creations that children have crafted that they want to share with you and take home.

Digital Communication

- **Google groups-** Research into strong home-school partnerships, clearly articulates the benefits on student learning. At the beginning of the year we will ask for your permission to add your email address to allow you to receive learning updates from preschool.
- **School Website-** <http://www.weetangeraps.act.edu.au>
- **Weetangera School App-** http://www.weetangeraps.act.edu.au/our_school/school_app
- **Weetangera Facebook-** Follow Us On Facebook
<https://www.facebook.com/weetangeraschool>

Parent Library - We have brochures available from Parentlink. www.parentlink.act.gov.au is a website which parents can use to access parents guides, a directory of local parenting services, upcoming community events and parenting courses. It also provides an avenue for further readings in relation to the parent guides and links to other useful websites.

Weetangera School is a KidsMatter School. KidsMatter is a flexible, whole-school framework to improving children's mental health and wellbeing for primary schools. KidsMatter provides families with a range of information to help them support children's mental health and wellbeing, and to recognise if and when professional help is needed. More information can be found at www.kidsmatter.edu.au .

Enrolment Procedures

Children seeking to enter school at the preschool entry point should be four years of age on or before 30 April in that year. Enrolments open in May prior to the commencement of the preschool year. Preschool enrolments are completed online on the Departmental Website www.det.act.gov.au. To be eligible to enrol, you will need to provide your child's birth certificate, immunisation details and proof of residence, i.e. utilities bill, mortgage document, lease or tenancy agreement. Once you have completed the online enrolment a receipt will be forwarded to you.

Excursions

Excursions are part of the educational program at Weetangera Preschool. On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. to nearby oval. If children use any form of transport, parents will be advised in advance and asked to give permission in writing for their child to attend. The adult/child ratio is 1:4 on external excursions or less as required.

Emergency Management Procedures

The school policies and procedures on emergency management are located in the preschool unit. All staff and children participate and become familiar with these routines in case of an emergency.

Gates

For the safety of children please ensure the gate is securely closed when entering and leaving the preschool.

Health

Parents are asked to inform staff of any medical conditions that may affect their child at preschool. We have specific procedures in place for medical treatments that include action plans and medication forms. These need to be completed as soon as the medical condition has been diagnosed.

Please ensure you inform staff if your child has a contagious illness or condition such as head lice or conjunctivitis. We will contact you if your child becomes unwell during the session and you will be asked to come and collect your child.

Hygiene Procedures

Staff, children and volunteers must adhere to the hand washing procedures.

All children are required to wash their hands:

- on arrival
- before and after eating or touching food
- after toileting
- after blowing their nose and wiping tears and dribbles
- after outside play



Library

Children are able to borrow books from the Preschool library. Please provide a library bag to protect and store preschool books.

Medical Condition Management

Immunisation

ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for students with infectious diseases is available. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

Medical and Accidents

It is important that sick children are kept at home for their own comfort, as well as the comfort of other children and staff. If a child becomes ill or is injured at school, appropriate First Aid will be given and if necessary, parents will be notified and asked to take their child home. If emergency treatment is required, parents will be notified immediately and the child will be transferred by ambulance to hospital. All students who have an ongoing condition (eg asthma, diabetes, epilepsy) must have a treatment plan completed by parents and their GP and lodged at the school. Plan proformas are available from the primary school front office, or from a staff member in the preschool.

If a child is to take a **prescription medicine** while at school, written directions and medicine must be left with staff. Staff will provide the appropriate documentation to be signed by parents, giving authorisation to administer medication. Information on a child's health status e.g. epilepsy, diabetes, should be given on enrolment or on diagnosis. If the health problem is serious, please provide an up-to-date photograph of the child so it can be placed on our Medical Alert board.

Exclusion periods for infectious diseases such as Mumps, German Measles, Measles and Chickenpox are provided at the end of this handbook.

Nutrition

Healthy lunches and snacks are important for children and help with their concentration and learning. Provision is made for the children to eat during the preschool session.

Snack: Please provide your child with a healthy snack in a clearly labelled containers.

Suggestions: fruit, crackers and cheese, dried fruit, carrot sticks, popcorn etc.

Lunch: Please provide your child with a healthy lunch in a container separate from their snack.

Suggestions: wraps, pasta, salad, fruit, sandwich, sushi etc.

All children will need their own **named drink bottle with water only**. Children have access to their drinks at all times throughout the day. *Please note: Weetangera Primary School is a nut aware due to the inclusion of students with life threatening anaphylactic allergic condition.*

Handy Hint: At preschool we encourage children to have a go at opening containers and packaging, If possible get your child to have a go at home to practise.

Food Safety - Food is normally stored in a child's lunch box for several hours. The lunch box needs to be kept cool to avoid the growth and contamination of food poisoning bacteria. This can be done by appropriate food handling procedures, choosing an insulated lunch box or one with a freezer pack, or including a wrapped frozen water bottle to keep the lunch box cool.



Parental Involvement

Volunteers have a special place in schools and assist in many ways, such as sharing special skills, interests and diverse family cultures with the preschool. Families are also encouraged to participate in social activities to enable families to meet, develop new friendships and form a sense of belonging to the school. To assist schools in providing a safe environment and a positive educational climate, volunteers are asked to comply with the *Code of Conduct for Volunteers*.

Families can help in the following ways:

- Sharing knowledge and expertise of craft, cooking, music, storytelling, job skills etc.
- Interacting with the daily program
- Assisting with laundry
- Community event participation
- Joining the Weetangera P&C Association and or School Board.

Contribution to Decision Making - Families are welcome to contribute to the decision making procedures of the school through the School Board or the P&C.

School Board- Each government school in the ACT is administered by a school board whose membership comprises the school principal, two elected staff members, three elected members of the parent body and a nominee of the Department of Education. Elected members normally serve for a two-year period. The Board is the policy-making body of the School. Its major functions are to:

- determine the educational policies to be implemented at the School
- determine the purposes for which funds made available for the School are to be expended
- assess the needs and make recommendations to the Chief Executive in respect of the use of the buildings, facilities and equipment
- develop relationships between the School and the community and between the School and community organisations
- make recommendations to the Chief Executive on matters relating to the School.

Responsibility for the implementation of policies established by the Board rests with the Principal and staff.

Parents and Citizens Association -The Weetangera School P&C plays an important role within the school. Meeting dates are advertised in the school newsletter. All parents are encouraged to attend the meetings. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers, and serves a fundraising function for the school.

Photography

Photographs are taken regularly at preschool and are used to report and reflect on the preschool program. You will be asked to sign a permission form at the beginning of the year to allow your child to be part of this process. Permission is also requested for publishing photos in newsletters and the school Facebook page.



Policies

To view Education and Training Directorate policies visit <http://www.det.act.gov.au/> or access the Weetangera Preschool Policies and Procedures Folder, which is available at the Preschool.

Sun Safety

Teachers encourage the development of positive attitudes towards sun protection. We ensure students wear their hats, at all times, during outdoor play. Sunscreen is available for students use, however, it is important that you inform us if your child has allergies to sunscreen or if you do not wish for us to apply sunscreen prior to outdoor play.

Student Welfare and Management

At Weetangera Primary School we value that everyone is an individual and that we all have the special qualities that make us who we are. It is important that students are treated with respect, and their uniqueness valued and important to the school. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy. The school has a *Student Management and Wellbeing* policy that outlines the steps for addressing student welfare and management issues.

Transitions

As with all transitions, the staff will ensure that the move from preschool to kindergarten is successful. To do this, we have implemented a transition program for our preschool children. This involves:

- visits to the primary school setting to see various aspects of the school e.g. library, canteen, Kindergarten Unit
- sessions with the Kindergarten teachers of the current year (note: these teachers may change the following year)
- Buddies Program – children will be assigned a buddy from Year 5 that will be their buddy the following year. The children engage in a variety of activities in Term 4 to develop positive relationships which will assist the children when they begin Kindergarten (e.g. eating lunch together, completing activities together).

Voluntary Contributions

Schools do ask families to contribute a voluntary contribution to enable it to continue to provide a quality learning environment for our children. This contribution is not compulsory, however, purchases of quality resources rely upon the commitment and generosity of our parent community.

Contributions for 2016 have been set at \$280.00.



Diseases - Outbreak Procedures and Exclusion Periods

Personal hygiene measures such as hand washing, covering the mouth and nose when coughing or sneezing, covering weeping sores, not sharing food or drinks and not attending school when ill or suffering from diarrhoea are important means of limiting the transmission of a number of common infectious conditions.

The *ACT Public Health Regulations 2000* require children with the following conditions, and children who have been in contact with the following conditions, to be excluded from school, preschool, child care or family day care for the periods specified.

| Condition | Exclusion of person with condition | Exclusion of persons in contact with condition |
|---|---|---|
| Amoebiasis (entamoeba histolytica) | Exclude until diarrhoea ceases | Not excluded |
| *Campylobacteriosis | Exclude until diarrhoea ceases | Not excluded |
| Chicken pox (varicella and herpes zoster) | Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs. | Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary. |
| Conjunctivitis (acute infectious) | Exclude until discharge from eyes ceases. | Not excluded |
| *Cryptosporidiosis | Exclude until diarrhoea ceases | Not excluded |
| Diarrhoea | Exclude until diarrhoea ceases | Not excluded |
| *Diphtheria | Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Exclude family and household contacts until approval to return has been given by the Chief Health Officer. |
| Giardiasis | Exclude until diarrhoea ceases | Not excluded |
| *Haemophilus influenzae type b (Hib) | Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Hand, Foot and Mouth disease | Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing. | Not excluded |
| *Hepatitis A | Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Herpes (cold sores) | Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible. | Not excluded |

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| Impetigo (school sores) | Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing. | Not excluded |
| Influenza and influenza-like illnesses | Exclude until well | Not excluded |
| *Leprosy | Exclude until approval to return has been given by the Chief Health Officer. | Not excluded |
| *#Measles | Exclude for at least 4 days after the rash appears. | (a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG. |
| Meningitis (bacterial) | Exclude until well | Not excluded |
| *Meningococcal infection | Exclude until adequate carrier eradication therapy has commenced. | (a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case. |
| *#Mumps | Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner). | Not excluded |
| *#Poliomyelitis | Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Ringworm, scabies, pediculosis (lice), trachoma | Exclude until effective treatment has commenced. | Not excluded |
| Rotavirus | Exclude until diarrhoea ceases | Not excluded |
| *#Rubella (German measles) | Exclude for 4 days after the appearance of the rash. | Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate. |
| *Salmonellosis | Exclude until diarrhoea ceases | Not excluded |

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| *Shigellosis | Exclude until diarrhoea ceases | Not excluded |
| Streptococcal infection (including scarlet fever) | Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours. | Not excluded |
| *Tuberculosis | Exclude until approval to return has been given by the Chief Health Officer. | Not excluded |
| *Typhoid and paratyphoid fever | Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | (a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice. |
| *#Whooping cough (pertussis) | Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer. | Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner). |
| Worms (intestinal) | Exclude until diarrhoea ceases | Not excluded |