Weetangera School

Weetangera School

Preschool 2018

Parent Handbook

Weetangera School Contact Details
Southwell Street
Weetangera ACT 2614
Australia
Website: http://www.weetangeraps.act.edu.au
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Follow us on Facebook - Weetangera School

Principal: Mr James Barnett
(Nominated Supervisor)
Deputy Principal: Ms Danielle Hoogland
Executive Teacher: Ms Julia Ison
School Phone Number: 6142 2600

Preschool Phone Number: 6142 2620

WELCOME TO WEETANGERA

Weetangera School is situated in Belconnen in the north of the Australian Capital Territory. The school community consists of approximately 250 families (466 students, Preschool to Year 6) and just over 40 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 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 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 School a fulfilling, productive and a rewarding experience.

James M. Barnett

Principal

BSc (Hons), PGCE, MEd (Hons)

WEETANGERA PRESCHOOL PHILOSPHY STATEMENT

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 School has a commitment to excellence in a caring, cooperative and inclusive environment.

Weetangera Preschool Philosophy Statement
Being, Belonging, Becoming

Play is a young child's tool for learning and allows children to make sense of their world. Play involves diversity and choice. As educators we have the responsibility to create places which open wonder and possibilities.

Childhood is Special We believe in allowing children to enjoy playful interactions with others and enjoy childhood as a special time in their lives.

Respectful Partnerships are vital for a child's success across school. We initiate warm, trusting and reciprocal relationships with children and respect the views and feelings of each child and their family. We use the families' understanding of their children to support shared decision making about each child's learning and development. We promotes cultural awareness in all children, including greater understanding of Indigenous ways of knowing and being.

We believe in a **balanced** approach to children's time at preschool. We provide opportunities for the children to investigate, inquire and follow their own ideas and interests, as well as engaging in relevant teacher/community initiated activities. We provide physical environments that support a range of opportunities for learning and physical activity, both indoors and outdoors.

We build on children's prior learning and experiences through **scaffolded inquiry.** Educator interactions support student's questions and wonder about the world around them.
We believe in **language** rich, supportive learning environments in which children are exposed to high quality verbal input through stories, song, interactions etc.

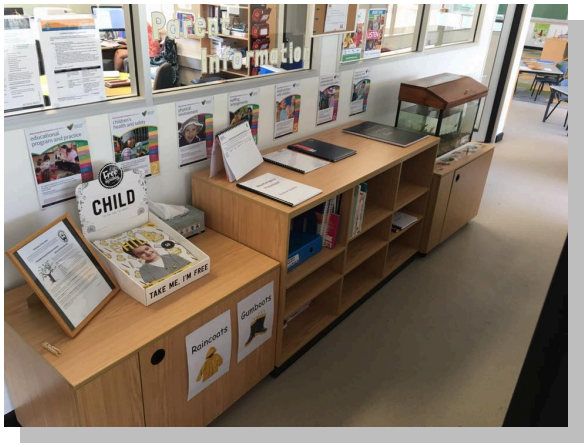
We believe that explicit teaching of **social and emotional skills** help children and young people to respond positively to the complexity of their everyday lives. This ability to bounce back from the ups and downs of life is strengthened when they are given time to respond at their own pace in a supportive environment.

The **educator's** role is to support, inform, assess and enrich. We commit to continually developing our professional knowledge and skills and engage in ongoing professional reflection that enable us to provide the best possible learning and development opportunities for all children.

Updated May 2017

ENROLMENT

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.



PRESCHOOL 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 centred 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 takes 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.

Evidence of Learning

Parent Interviews **-** Formal parent interviews are held prior to your child commencing and at the mid-year. This ensures valuable insights and understandings into your child's learning. Teachers are available for brief informal discussions at the beginning and the end of each school day. If you have any questions or concerns that require a longer conversation, 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.

FAMILY INVOLVMENT IN PRESCHOOL

Participation in Preschool Activities

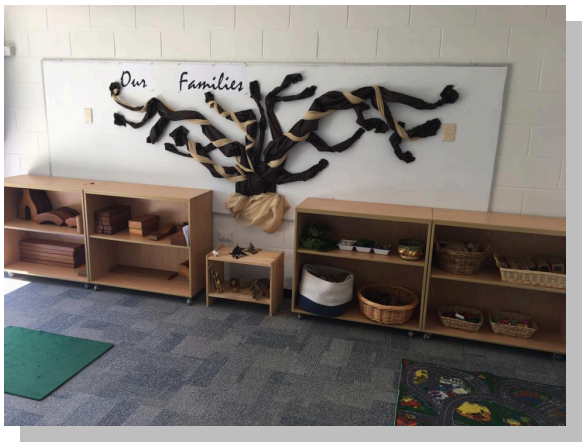
Families are welcome to share their special skills, interests and diverse family cultures with the preschool. Volunteering your time for part of or a whole day is encouraged at Weetangera Preschool. Younger siblings are also welcome. Families are encouraged to participate in social activities to enable families to meet each other and form a sense of belonging to the school.

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, working bees in the garden etc.
- joining the Weetangera School P&C committee or attending the meetings

Participation of Volunteers

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.

Working with Vulnerable People- Notification for Registration of School Volunteers

The *Working with Vulnerable People (Background Checking) Act* 2011 strengthens protection for children and young people. From 7 November 2013, a person who has contact with children in certain circumstances must be registered with the Office of Regulatory Services (ORS). All ACT Education and Training Directorate school-based staff and a number of staff who are not school-based but fall within the requirements of the *Working with Vulnerable People Act 2011* are required to be registered. These include teachers, learning support assistants, front office staff etc.

Some circumstances will require volunteers and other visitors to schools who are working with children to be registered with ORS. Information is available on the Directorate's website to clarify these circumstances. Volunteers who regularly work with children in classrooms and other school activities will need to be registered (*Regularly* is determined as more than 7 times in a 12 month period). While a number of members of the school community may already have taken steps to register with ORS, others will need to consider whether this is required for their participation in school activities. If you are unsure whether you need to be registered, please contact the school. There are arrangements under the Working with Vulnerable People Act to allow a person, who has made an application for registration with ORS but a decision has not yet been made, to work with children under the supervision of a registered person.

www.ors.act.gov.au/community/working_with_vulnerable_people
http://www.det.act.gov.au/working-with-vulnerable-people#volunteers

This means if you do volunteer regularly in our preschool, K-6 school, library etc., you need to make an application for registration. Parents and members of the community make a valuable contribution in a diversity of roles. Weetangera School looks forward to your continued support in whatever capacity you choose.

Contribution to Decision Making

Preschool families are welcome to contribute to the decision making procedures of the school through the School Board or the P&C. The Preschool Philosophy is also sent home annually to receive feedback and input from families.

Parents and Citizens Association

The P&C plays an important role within the school. Meetings are generally held on Tuesday evenings once a month and are advertised in the school newsletter and noticeboard. All parents; Preschool & K-6, 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.

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 Education and Training Directorate. 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
- assess, from time to time, the needs of the school in relation to the provision of buildings and facilities, equipment, funds and teachers and other staff, and make recommendations to the Director General of the Education and Training Directorate with respect to the meeting of those needs
- determine the purposes for which funds made available for the school are to be expended
- make recommendations to the Director General in respect of the use of the buildings, facilities and equipment of the school for purposes other than school purposes
- develop relationships between the school and the community and between the school and community organisations
- make recommendations to the Director General on matters relating to the school.

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

WHAT CAN I DO TO SUPPORT MY CHILD WHEN STARTING PRESCHOOL?

Term 4 the year before starting Preschool

At the end of the year, prior to starting preschool, parents will be invited to an interview with the preschool teacher to allow the teacher to find out more about your child, supporting their transition to preschool.

Week 1

The preschool program is offered from the start of the school year. Please see your child's teacher if you would like to bring your child for shorter periods to allow some transition to adapt to the full timetable.

Drop off and pick up arrangements

- You or an authorised adult is required to drop preschool students off at the classroom at the start and end of the sessions
- To ensure the safety of your child, teachers are required to hand preschool children to a designated adult. All preschool students must be picked up by an adult who is identified on the child's enrolment form. 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 complete the 'Additional

Authorisation' form, available through the preschool staff. If circumstances change throughout the day, please call the preschool rooms to notify staff of these changes.

Students should wear:

- Comfortable clothes that allows your child to actively engage in play.
- Weetangera School is a sun safe school and clothes should cover the shoulders and top of the arms. Hats are worn all year except for the months of June and July. A new sunhat will be provided by the preschool at the beginning of the year. These will be kept at the school
- Shoes that do up firmly. ***Thongs, Crocs or slip on shoes are not suitable. Velcro if your child is unable to do laces.***
- A warm coat is necessary for winter.

Please bring:

- A spare change of clothes in case of any accidents (including underwear and socks)
- A water bottle
- *Snack*: Please provide your child with a healthy snack in 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.

Please note:

- We are an allergy friendly, nut aware school. Please ensure that your child does not bring food such as Nutella sandwiches, chocolate, peanut butter or muesli bars that contain nuts. We appreciate your support
- We encourage waste free lunches that use limited packaging or wrapping that needs to be binned
- All clothes, drink bottles and lunchboxes should be clearly named.

Does your child need some practice before they can cope with a change in routine?

- Before school starts, you could talk to the school staff about coming in to show your child the classrooms and how they can ask to go to the toilet and where they can find them
- You could come before school to show your child where they put their bags and where they will sit to eat their lunch
- Come and play on the preschool grounds on the weekend.

For more information and handy hints: Parentlink www.parentlink.act.gov.au is a website which parents can use to access: Parents guides, including electronic order forms, a directory of local parenting services, upcoming community events and parenting courses, further readings in relation to the parent guides, links to other useful websites.

Preparing at Home

Help your child to become aware of the essential routines of a school day

- Talk about giving the brain and body some energy for lots of learning. Talk about and eat a healthy breakfast. Suggestions for an energy boosting breakfast include cereal including grains, fruit, toast or a toasted sandwich, rice and vegetables, dairy products like yogurt, milk and cheese
- Pack food for a full day in a lunch bag and help your child to select what they need to eat at morning tea and lunch. Consider how easy it is for them to open it by themselves
- Practise dressing. Are the shoes a good fit? Help your child to practise independence when following the toilet routine and washing hands
- Suggest to your child that they should have a toilet break and wash their hands after they have eaten. This will help them to remember to go to the toilet when they are at preschool. The teacher will give the students reminders throughout the day and assist them as required
- When helping your child to practise these essential routines, remember to balance your support with promoting independence
- Talk to your child about looking after their own property. Ask your child to help pack their school bag, to tidy their own room, to manage where they store the things they need.

Help your child to identify people who can help them

- Talk about when they might need to ask for help; to go to the toilet, to locate something they can't find or for support to resolve an issue
- Talk to your child about asking for help. Get them to give you some ideas about what they can do if they need help. You can suggest that they ask a friend first, and then they can ask a teacher.

Help your child to make new friends

- Share some of your own stories about how you make new friends
- Talk together about what they can say to introduce themselves
- Talk and make some plans about what they can do if they can't find anyone to play with. You may suggest that they look for someone who is playing on their own and ask them to play or

find friends from their class and join with their game. You could give suggestions about where to play (for example, at the swings or in the garden). Teachers will help with this too

- Talk about how they can include others in their games. Noticing when someone is lonely and inviting them to play is a great way to make a new friend.

Organising Your Home Routine

- It is important for your child to come to school every day. A consistent routine can create a feeling of safety and when children feel safe they are more likely to take on learning
- It is important to arrive at school on time. Arriving a little earlier helps your child connect with their friends and enter the classroom in a calm manner ready for learning
- Mornings in a family setting can be a really busy time. Put some structures into place to reduce the stress and rush in order to get to school smoothly and on time. Things like packing lunch snacks the night before, getting clothes out ready for a child to dress themselves, having notes signed and ready for return the night before are all time saving strategies. You may allow time for a favourite book or activity to promote a sense of well-being.

Coping at the End of the Day and Balancing Family Life

- Your child is new to the constant expectations at school. They will need some 'down time' when they come home. You know your child; remember that they may communicate their tiredness by crying, being cranky, fighting with their siblings and being uncooperative. This is normal behaviour. Adjust your routines to allow for a break, a time to rest and play. Look at negative behaviours as an opportunity to gently teach your child how to cope more appropriately with pressure

- Planning time to read to your child at the end of the day is a good way to start school routines.

A-Z OF PRESCHOOL INFORMATION

Allergies

Weetangera School 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 School 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

Beginning of the week class: Monday, Tuesday (every 2nd Wednesday – Weeks 1, 3, 5, 7, 9) 9:00 am - 3:00pm**.**

End of week class: 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 open 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.

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. A reminder we are an Allergy Aware school and all treats should have ingredients listed.

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

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

- Seesaw Application (currently being trialled)
- **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 parent 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

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.

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

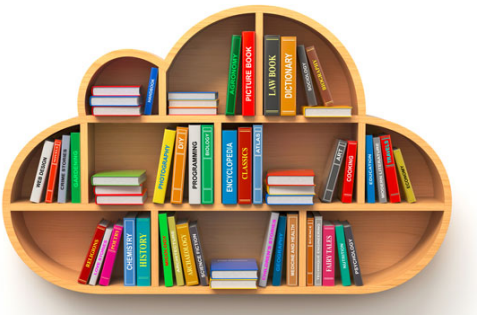
Parents are asked to inform staff of any medical conditions that may affect their child at preschool. We have specific procedures in place for medical treatments that include action plans and medication forms. These need to be completed as soon as the medical condition has been diagnosed.

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

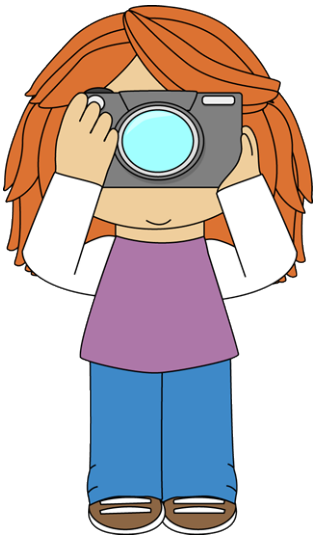
It is important that sick children are kept at home for their own comfort, as well as the comfort of other children and staff. If a child becomes ill or is injured at school, appropriate First Aid will be given and if necessary, parents will be notified and asked to take their child home. If emergency

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 (e.g. 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 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.

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.



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 from the months of August to May, 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 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 the school 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.

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
*#*Haemophilius influenza* 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
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	Not excluded

	cease.	
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
*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