Ainslie School

Preschool 2013 Information Booklet

Reid Preschool
Address: Dirrawan Gardens
Reid ACT, 2602
Ph/fax: (02) 6205 6604
Email: reidpreschool@ed.act.edu.au

Baker Gardens Preschool
Address: Baker Gardens
Ainslie ACT, 2612
Ph/fax: (02) 6205 6571
Email: ainsliepreschool@ed.act.edu.au
Principal’s Welcome

Welcome to the Ainslie School community, a place of learning where our purpose is to prepare students for later life. Our core values are Respect, Excellence and Community.

Three sites, K-6 buildings in Donaldson Street, Braddon, the Baker Gardens Preschool Unit in Baker Gardens, (Ainslie), and the Reid Preschool Unit, Dirrawan Gardens, Reid, combine to make up Ainslie School.

Children who turn four years of age before 30 April 2013 are eligible for preschool in 2013. Enrolment is arranged through the front office of Ainslie School K-6, Donaldson Street, Braddon. Once a child is enrolled at one of Ainslie School’s preschools, the enrolment is continuous through to Year 6.

Our preschools are staffed by qualified Early Childhood professionals. The preschool curriculum is guided by Being, Belonging and Becoming: The Early Years Learning Framework (EYLF). Endorsed by the Council of Australia Governments in July 2009 the EYLF is Australia’s first framework for children from birth to five years. The vision of EYLF is for all children to experience engaging play-based learning to build success for life. Children attending our preschools are guided to play creatively in richly stimulating indoor and outdoor learning environments.

Through implementing the five EYLF learning outcomes children are encouraged and supported to develop a strong sense of identity, connections with the world, a strong sense of wellbeing, confidence and involvement in learning and effective communication skills. Accompanying documentation is used to make children’s learning visible and to track and share children’s progress.

In January 1 2012 a new quality and assessment rating system, the National Quality Standards (NQS), was introduced for all early childhood services in Australia. Services will be assessed and rated in the areas of educational program and practice, children’s health and safety, physical environment, leadership and service management, collaborative partnerships with families and communities, staffing arrangements and relationships with children and awarded an overall NQS service assessment rating. When completed the ratings achieved will be displayed in each preschool and published online. Prior to assessment the posted rating is provisional.

Ainslie School is a welcoming and inclusive community where we welcome feedback as we continually strive to improve. I am looking forward to meeting families in the near future.

Warm regards

Kate Chapman
Principal
**Contact Details**

Education and Training Directorate Contact Details
- 13 2281

School Contact Details
- Principal: Kate Chapman
- Deputy Principal: Karen Wilson
- Executive Teachers: Anne Westerman/ Michelle Thompson
- Preschool Staff: Gina Nugent (Reid Preschool)
  Stacey Hodgson (Baker Gardens Preschool)
  Jodie Suffolk (Reid and Baker Gardens Preschools)
- School Phone number: 6205 6322
- School Fax number: 6205 6320

**Philosophy Statement**

**Our Vision**
That all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

**Our Values**
Honesty, excellence, fairness and respect.

**Ainslie School Vision**

The aims of Ainslie School form the basis of everything we do. We are committed to:
- creating an atmosphere of respect, encouragement and support for every child
- developing each child’s confidence and self-esteem together with a sensitivity to the needs of others
- respecting each child’s uniqueness and catering for individual needs
- utilising each child’s curiosity, creativity and preferred style of learning within the learning process
- challenging and assisting each child to attain their potential in educational, social and physical skills
- encouraging each child in self-discipline and involving the children wherever possible in establishing guidelines for responsible behaviour
- providing a stimulating professional learning community where initiative, cooperation and participation in the development of excellent school policies is valued and encouraged.

**Ainslie Preschool Units Philosophy Statement**

The Reid and Baker Gardens Preschools’ philosophy builds upon our school’s vision statement and the principles from Early Years Learning Framework.

We build secure, respectful and reciprocal relationships with all members of the community. Our preschool educators:
- respect families as children’s first educators and strive to develop meaningful partnerships based on mutual trust and open communication
- welcome all families, and treat all with equity and respect
understand and value the importance of children having time to connect with nature and become active participants in sustainability
believe that qualified educators who develop and sustain professional and respectful relationships with each other, children and families are pivotal to effective teaching and learning
value and build upon the learning that children bring
respect the views and feelings of each child.

We develop partnerships with families that support the learning and development of all children. Our preschool educators:
• are committed to knowing and valuing all families and celebrate the cultural diversity of our preschool community
• work collaboratively to share information
• create a welcoming and culturally inclusive environment
• provide families with information about their child’s learning and development
• acknowledge the significance of transitions (home to preschool, preschool to kindergarten), and ensure that children understand the process and have an active role in preparing for these transitions.

We strive for high expectations and equity for all. Our preschool educators:
• allow children time and space to play in aesthetic environments that are designed to stimulate, inspire and challenge
• develop a strong sense of identity and wellbeing, connections to their world, confidence and success as a learner, and effective communication skills
• encourage children to access supportive and nurturing environments and spaces at their own level, allowing them to demonstrate individual competencies
• observe and assess each child to ensure appropriate experiences reflect all learning styles and capabilities
• create environments that give children a range of experiences and physical activity, both indoors and outdoors
• acknowledge play as the way in which children connect with one another, explore, understand, communicate, learn, discover, imagine and create
• are dedicated to providing high quality, child centred, play-based preschool education.

We embrace respect for diversity in our learning community. Our preschool educators:
• recognise families who have English as an additional language or dialect
• believe in the importance of getting to know each family and sharing their culture within the group
• recognise that each child is unique and brings to preschool a variety of personal experiences, interests and strengths
• aim to enhance children’s development and learning through engagement with dignity and respect.

We enhance the learning and development of all children by engaging in ongoing learning and reflective practice. Our preschool educators:
• carefully observe and document each child’s learning process
• participate in professional development to integrate new research into daily practice
• engage children through their own experiences, strengths and drive
• scaffold and support children’s learning
• use various methods of recording children’s data including photos, recording conversations and comments and collating work samples.

Curriculum
The Early Years Learning Framework has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework’s vision is for all children to experience play-based learning that is engaging and builds success for life.

http://www.deewr.gov.au/Earlychildhood/Programs/EarlyChildhoodEducation/Pages/default.aspx

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children’s first and most influential educators, to develop learning programs that are or respond to 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.

Together with this national framework, educators in A.C.T can use ‘Every Chance to Learn – Curriculum framework for Australian Capital Territory schools for preschool to year 10’ to develop quality programs.

To view Education and Training Directorate policies visit http://www.det.act.gov.au/

Communication avenues with staff
Ainslie School recognises the importance of a positive parent/staff relationship. 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.

Important notices are placed on the information boards on the outside of the building. Newsletters (Altiora) are produced fortnightly with information about what is happening in the school. Parents can elect to receive Altiora in hard copy or via email.

Parent meetings are held monthly for your input and feedback.
• Reid Preschool Parent Association (meeting day and time to be confirmed)
• Baker Gardens Preschool Parent Association (meeting day and time to be confirmed)

Parents may contact the preschool teacher to arrange an interview at a mutually agreeable time.
Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights, and understandings about a child's individual developmental journey can be shared. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher.

**Hours of Operation:**
Preschool is in operation Monday to Friday from 9am until 3pm within ACT school terms, excluding public holidays.

**Session times:**
Reid Preschool
- **Group A** (3/2 day fortnight)
  - Week 1: Mon, Tue, Wed
  - Week 2: Mon Tue
- **Group B** (2/3 day fortnight)
  - Week 1: Thu, Fri
  - Week 2: Wed, Thu, Fri

Baker Gardens Preschool
- **Group A** (3/2 day fortnight)
  - Week 1: Mon, Tue, Wed
  - Week 2: Mon Tue

**Term dates**
- Term 1: Monday 4 February - Friday 12 April 2013
- Term 2: Monday 29 April – Friday 5 July 2013
- Term 3: Monday 22 July – Friday 27 September 2013
- Term 4: Monday 14 October – Friday 20 December 2013

**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.

Preschool enrolments open in March prior to the commencement of the preschool year. Enrolment forms may be obtained from the Front Office at Ainslie School. To be eligible to enrol, you will need to provide your child's birth certificate, immunisation details and proof of residence, ie. utilities bill, mortgage document, lease or tenancy agreement.

**Early Entry and Early Intervention:** Early enrolment for children under compulsory education age is also available to children eligible for entry into Early Intervention (Special Education) programs and English as an Alternative Language or Dialect programs. Children requiring Special Education support may be enrolled upon meeting certain eligibility criteria. An application may be made through the school counsellor or through the Student Support section of the Department. Full information will have to be provided to the Principal at the time of application. Further information is available on the Department's website at [http://www.det.act.gov.au/](http://www.det.act.gov.au/)
Voluntary contributions
Public education is free. A School may offer or facilitate some specific optional items, activities and services for which parents may be asked to pay if they want their child to access them. Such activities may include excursions and class photos.

School ask families to contribute a voluntary contribution to enable them to continue to provide quality learning environments for their students.
Purchases rely upon the commitment and generosity of our parent community.

Participation of volunteers
Volunteers have a special place in schools and assist in many ways. This may include interaction with individuals and small groups of students in a range of different activities.

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. This code of conduct has been formulated to clarify the type of conduct that is expected of volunteers when participating in programs and activities in ACT Government schools.

- Observe similar standards of behaviour and ethical conduct as that required of staff. For example you are expected to act within the law, be honest and fair, respect other people (including students), and work to the best standard of your ability.
- Appreciate that teachers have a special duty of care for students, that cannot be delegated or transferred to others. Appreciate also that the principal is the spokesperson for the school.
- Appreciate that students have rights and aspirations. Treat students with dignity and respect.
- Observe confidentiality in respect of all information gained through your participation as a volunteer. All information held by schools should be handled with care. Some information is especially sensitive. Sensitive and/or personal information requires additional caution in the way it is treated. For example, volunteers should not discuss nor disclose personal information about students, staff or students’ parents/carers to others.
- Accept and follow directions from the principal/supervisor and seek guidance through clarification where you may be uncertain of tasks or requirements. You may need to familiarise yourself with the Directorate’s policies and guidelines on particular issues.
- Observe safe work practices which avoid unnecessary risks, apply reasonable instructions given by supervisors and report to the supervising staff and school administration any hazard or hazardous practice in the workplace.
- Report any problems as they arise to your supervisor including incidents, injury or property damage.
- Avoid waste or extravagance and make proper use of the resources of the school/directorate.

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.

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. A preschool representative is invited to participate as a member of the School Board for a period of six months. 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.

**Parents and Citizens Association**

_Ainslie Preschool Parent Associations_ are a sub-group of the Ainslie School P&C. The role of the preschool parent committee is to raise funds for extra materials and experiences beyond those already provided by the school.

The P&C plays an important role within the School. Meetings are generally held on the last Wednesday of each month and are advertised in the Altiora. 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.

**Participation in preschool activities**

Families are welcome to share their special skills, interests and diverse family cultures with the preschool. 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 and maintenance
- joining the preschool parent committee at your centre
- joining the Ainslie School P&C committee or attending the meetings.

**Delivery and collection of Children**

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. If a person who is not nominated will be collecting your child, written authorisation from a parent is required. This may be done through the contact book at your preschool.
Changes to Details
Please keep staff and the school informed of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers. However, please keep telephone calls to the preschool during session times for urgent matters only as it is disruptive to the program when staff leave the children to answer the telephone.

Medical condition management

Immunisation
The ACT Health Directorate advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and Hib (Haemophilus influenza type b). We would ask that you check your child’s present immunisation status to see whether it is complete for his/her age. 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. In such cases ambulance services and treatment are free. 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 Front Office or from a staff member in the preschool.

Exclusion periods for infectious diseases such as mumps, German measles, measles and chicken pox are provided at the end of this handbook.

If a child is to take a prescription medicine while at school, written directions and medicine must be left with staff. Information on a child’s health status eg 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.

Head lice are extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from school until written evidence of treatment is produced. Please report any cases of head lice to the School Office.

Food – Provision is made for the children to eat during the preschool session. Parents/carers are urged to provide children with healthy snacks and lunch which will enable the staff to assist in the development of lifelong healthy eating habits. All children will need their own drink bottle with water only. Please note: Ainslie School is a nut aware school due to the inclusion of students with life threatening anaphylactic allergic conditions. Please refrain from sending any nuts or nut products to school at any time.

To view Education and Training Directorate policies visit http://www.det.act.gov.au/
**Physical Activities**

Physical activity is very important for children so educators provide opportunities for structured and unstructured physical activity.

During the preschool sessions, your child will be involved with some hands on experiences both inside the classroom and in the outdoor area. These activities can, at times, be very messy. Please ensure your child is dressed appropriately so that they feel confident to participate in all the challenges provided throughout the session. In keeping with the sun safe policy, children will need to wear either a legionnaires or wide brimmed style hat. Please ensure that cords on hats are detachable in compliance with Directorate regulations. If children do not have a hat, they will only be allowed to play in the shade. A warm coat and hat is required in winter. The children will be challenging themselves on the climbing equipment so sensible footwear is essential and long dresses and skirts can be dangerous. Please label all of your child’s clothing and pack a spare set in case of extremely messy play or accidents.

**Information on hygiene procedures**

Staff, children and volunteers must adhere to the hand washing procedures. All children are encouraged to wash their hands:

- on arrival
- before and after eating or touching food
- after toileting
- after blowing their nose and wiping tears and dribbles
- when leaving the centre.

All scratches and cuts must be covered.

**Food safety tips for homemade lunches & snacks**

Healthy lunches and snacks are important for children and help with their concentration and learning. School lunches however are particularly susceptible to food poisoning, especially in the summer heat. Parents and care-givers are reminded of a few simple food safety rules to prepare safe and healthy school lunches and avoid the growth and contamination of food poisoning bacteria.

- Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse. Children should also be encouraged to always wash their hands before eating.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day’s school lunch. Suitable foods to freeze are: bread, cooked meat, cheese, baked beans or vegemite.
- Because food is normally stored in a child’s lunch box for several hours, the lunch box needs to be kept cool. This can be done by:
  - Choosing an insulated lunch box or one with a freezer pack, or include a wrapped frozen water bottle to keep the lunch box cool
  - Perishable foods such as dairy products, eggs and sliced meats should be kept cool, and eaten within about four hours of preparation. Don’t pack these foods if just cooked; first cool in the refrigerator overnight.
  - If including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen iceblock into the lunch box.
Healthy drinks, such as water and milk can be frozen overnight and then stored in your child's lunchbox, helping to keep it cold.

- Make sure that while at school children keep their lunches in cool places and away from direct sunlight and other heat sources that facilitate the development of food poisoning bacteria.

**Excursions**

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

**Emergency management procedures**

The school has a policy on emergency evacuations and are required to practise evacuations procedures. All staff and children participate.

**Child Protection practices**

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.

Staff will deliver lessons to children in protective behaviour and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

**Transitions**

Your child is a member of the Ainslie School community. By enrolling your child into Reid or Baker Gardens preschool your child will automatically move onto kindergarten in our school. 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: Year 5 students visiting the preschools in term 3 for pre-schoolers to begin to establish relationships with the following year’s school leaders. In term 4, preschool staff work collaboratively with Ainslie School staff to organise 2 visits to kindergarten classes at Ainslie School to assist with familiarisation of the school environment. They will also visit the library and meet some of the other support staff at this time.

For more information about this topic please follow the link to this website for some handy hints: [Starting school - a guide for parents](#) which can be found on the Education and Training Directorate website.

**Student Welfare and Management**

At Ainslie 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 by valuing their uniqueness and what they bring 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.
Parent Support

Parentlink [www.parentlink.act.gov.au](http://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.

Concerns or complaints

If you have a concern about your child’s education please have a conversation with the preschool teacher. You are also welcome to make contact with the executive teacher in the primary school. Karen Wilson can be contacted on 6205 6322.

Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at [http://www.det.act.gov.au/publications_and_policies/policy_a-z](http://www.det.act.gov.au/publications_and_policies/policy_a-z)

**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.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of person with condition</th>
<th>Exclusion of persons in contact with condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Campylobacteriosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chicken pox (varicella and herpes zoster)</td>
<td>Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.</td>
<td>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.</td>
</tr>
<tr>
<td>Conjunctivitis (acute infectious)</td>
<td>Exclude until discharge from eyes ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Cryptosporidiosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>#Diphtheria</em></td>
<td>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</td>
<td>Exclude family and household contacts until approval to return has been given by the Chief Health Officer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Illness</th>
<th>Exclusion Criteria</th>
<th>Non-excluded Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giardiasis</td>
<td>Exclude second not less than 48 hours later, and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Haemophilus influenza type b (Hib)</td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Hepatitis A</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Leprosy</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Measles</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclude Protocol</td>
<td>Exclusion Status</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Meningococcal infection</em>*</td>
<td>Exclude until adequate carrier eradication therapy has commenced.</td>
<td>(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.</td>
</tr>
<tr>
<td>*#Mumps</td>
<td>Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).</td>
<td>Not excluded</td>
</tr>
<tr>
<td>**#Poliomyelitis</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Exclude until effective treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*#Rubella (German measles)</td>
<td>Exclude for 4 days after the appearance of the rash.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Salmonellosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Shigellosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Tuberculosis</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Typhoid and paratyphoid fever</td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>(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.</td>
</tr>
<tr>
<td>*#Whooping cough (pertussis)</td>
<td>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.</td>
<td>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).</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>