Ainslie School
Preschool
2017 Information Booklet

Reid Preschool
Address: Dirrawan Gardens
         Reid ACT 2612
Phone:  (02) 6205 6604

Baker Gardens Preschool
Address: Baker Gardens
         Ainslie ACT 2602
Phone:  (02) 6205 6571
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 2017 are eligible for preschool in 2017. 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 Standard (NQS), was introduced for all early childhood services in Australia. Our services have been 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. Both preschool settings have been awarded an overall NQS service assessment rating as Exceeding the National Quality Standard.

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

Warm regards

Kate Chapman
Principal
2017 Contact Details

School Contact Details
- Principal: Kate Chapman
- Deputy Principal: Catherine Dillon
- Executive Teachers: Anne Westerman
  Michelle Thompson
  Greg Taylor
- Ainslie School Phone number: 6142 3060
- Ainslie School Fax number: 6142 3062

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.

Ainslie School 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.
Our Philosophy

Ainslie School Preschool Units are dedicated to providing high quality, child centred, play based early childhood education. As such, our educators are guided by the vision, principles, practice and learning outcomes of *Belonging, Being and Becoming* - the Early Years Learning Framework, to develop a curriculum in which children are encouraged and supported to develop a strong sense of identity and wellbeing, connect with and contribute to their world, become confident and involved learners and effective communicators.

Educators in our preschools believe that all children are rich in potential, capable and competent learners. Educators recognise children's agency, capacity to initiate and lead learning, and their rights to participate in decisions that affect them including their learning.

We believe play is the way in which children connect with one another, explore, understand, communicate, learn, discover, imagine and create. Educators believe that children's learning is dynamic, complex and holistic. As such in our preschools children are encouraged and supported to actively pursue and construct their own understandings and contribute to others' learning. Children are given space and time to play in aesthetic and sustainable environments that are designed to reflect, nurture, stimulate, inspire and challenge and resourced with materials rich in possibility. Documentation is an important feature of our practice and used to record and share learning, for reflection and planning.

Educators in Ainslie School’s Preschool Units respect families as a child’s first and most important educator. We believe that children thrive when families and educators work together in partnership. As such, meaningful partnerships based on mutual trust and open communication are developed and sustained in safe, healthy and inclusive environments. We believe that connecting with the local community is a critical aspect of children’s education and development. We value and celebrate the cultural diversity of our preschool community and seek to share in Aboriginal and Torres Strait Islander ways of knowing and being.

We believe that children should be encouraged and supported to connect with nature. As such children regularly participate in walks in the local area, excursions to our cultural institutions using public transport, caring for our vegetable garden and our chickens.

We 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. As such our educators are encouraged and supported to reflect on their practice personally and within Ainslie School’s professional learning community.
Curriculum

Pedagogy:
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. An online version of the Early Years Learning Framework can be found at: https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

It is a guide for early childhood educators who work with children from birth to five years. They 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.


**Communication avenues with staff**

Ainslie School recognises the importance of a positive parent/carer/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/carers and staff.

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

Preschool Parents and carers are invited to join’ Storypark’ which is a pass word protected computer program. Parental and community engagement is fundamental to strengthening relationships and engagement between educators, families and the wider Ainslie preschool community. We are further enhancing our communication avenues by connecting our parents and carer community with your student learning at a time that is convenient to you, making communication easier. Storypark will allow educators to share ongoing information about student learning and development through the school year.

A joint Preschool Parent Committee meet twice per term with the times and dates determined by the 2017 committee.

Parents/carers 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** (3/2 day fortnight)

**Week 1:** Thu, Fri  **Week 2:** Wed, Thu, Fri

Baker Gardens Preschool

**Group** (3/2 day fortnight)

**Week 1:** Mon, Tue, Wed  **Week 2:** Mon, Tue
Example of term dates - 2017

**Term 1 – Monday 30 January to Friday 7 April**

- Monday 13 March 2017
- Friday 14 April 2017
- Monday 17 April 2017
- Monday 25 April 2017

- Canberra Day
- Good Friday
- Easter Monday
- Anzac Day

**Term 2 - Wednesday 26 April to Friday 30 June**

- Monday 12 June 2017

- Queen’s Birthday

**Term 3 - Monday 17 July to Friday 22 September**

- Monday 25 September 2017
- Monday 2 October 2016

- Family & Community Day
- Labour Day

**Term 4 - Monday 9 October to Friday 15 December**

**Enrolment procedures**

ACT public preschools have a system wide date for enrolments for preschool to open. This year the date is **Wednesday 26 April (first day of term 2) for enrolment in a 2018 preschool program**.

By enrolling your child into Reid or Baker Gardens Preschool your child will automatically transition into kindergarten at Ainslie School.

Enrolment forms and early entry eligibility procedures are available to download or complete online from the parent guide page of the Education Directorate website. You will need to provide the following documentation to the Ainslie School front office between 8.30am-3.30pm Monday to Friday:

- Proof of child’s age (birth certificate or passport)
- Immunisation record (if they have had their 4 year old immunisations)
- Proof of residence

In accordance with Education Directorate (ED) policy, the order in which we confirm enrolment at the Ainslie School preschool unit is:

- Children who live within our Priority Enrolment Area
- Siblings of children already at Ainslie School who live in the ACT
- ACT children whose place of residence is out of our Priority Enrolment Area and are cared for in the area
- ACT resident children who live outside our priority area
- Interstate children

A computer is available at Ainslie School for those families who do not have access to the online enrolment process.
Early Entry

Early Entry is offered to eligible families to meet the needs of their children in the early years of their education. Early Entry is only considered for children in the following categories:

- English as an Additional Language or Dialect
- Aboriginal or Torres Strait Islander children
- Mobility (such as for Australian Defence Force personnel)
- Gifted and Talented children

For further information, please contact Early Childhood Education on 6205 9296. More information can be found within the relevant policies below or on the Education Directorate's website at http://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school/parent-guide

What to bring to preschool – please make sure all items are labelled

- a sunsmart hat
- a spare change of clothes just in case (including underwear and socks)
- a piece of fruit or raw vegetable
- a healthy morning tea, (for example, crackers and cheese, yoghurt, carrot sticks)
- a healthy lunch, (for example, a sandwich, cold baked beans, cold pasta that does not need heating)
- drink bottle with water
- a cushion in a separate bag

My child’s day at preschool

A General Description:
- Your child’s weekly routine will be established over the first few weeks. It will include opportunities for investigating, problem solving, building social connections and expressing what they know about their world through arts, music, play and conversation
- The Early Years Learning Framework inform goals for each learning opportunity. You can find more information about our curriculum on our school website

At Ainslie School we aim to keep our parents and carers well informed. At the start of the school year there will be some more opportunities for you to gain a deeper understanding about Preschool.

Three Way Conferences:
During term 2, there is an opportunity for parents and carers, teachers and children to reflect and further develop on the child’s learning program.
**School Reporting:**
At the end of semester one and two, each child’s family will receive a school report that highlights progress using the Early Years Learning Framework.

**Learning Journey:**
Ainslie preschools have an ‘open door’ policy, always welcoming families to share their child’s day. In addition, each preschool setting will host learning journeys during term 3 where children will guide their family through their own learning.

**Term overview:**
You will receive a term overview in the first couple of weeks of each term that will outline the focussed learning experiences and important information for your child’s class.

**Parent/Carer Teacher Interviews:**
*Parent/Carer teacher interviews are held prior to your child commencing at preschool to begin your relationship with Ainslie School.*

**Parent/Carer and teacher information sessions:**
Are held in the previous year before preschool begins and at the beginning of term 1. At this information session parents and carers have the opportunity to hear about the preschool philosophy, educational program, opportunities for parental involvement, daily program, expectations and learning experiences. You will also meet preschool staff, executive teachers and build connections with other families.

**Voluntary contributions**
Public education is free. A School may offer or facilitate some specific optional items, activities and services for which parents/carers may be asked to pay if they want their child to access them. Such activities may include excursions and class photos.

Ainslie School asks 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/carer 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. Any volunteer who is assisting within the preschool for more than seven days per year will need to register for a ‘Working with Vulnerable People’ card through Canberra Connect.
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, and three elected members of the parent body and a nominee of the Education Directorate. Elected members normally serve for a two-year period. At Ainslie School 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 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.

Preschool Parent Association

Ainslie Preschool Parent Association is a sub-group of the Ainslie School P&C Association. The role of the preschool parent committee is to convene social events for preschool families as well as raising funds for additional experiences.

Parents and Citizens Association

Ainslie School’s 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/carers 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
- working bees and maintenance
- joining the Preschool Parent Association committee
- joining the Ainslie School P&C committee or attending the meetings
- attend and assist on excursions
- donate materials for the preschool program

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. Parents and carers are asked to sign their child into preschool on arriving after 9.15am and out if leaving before 2.45pm.

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. All personal information is kept in a secure location.

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 in the original container 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.


**Physical Activities**

Physical activity is integrated throughout our learning each day.

To help your child actively participate please ensure they wear well-fitting sensible footwear and clothing. A warm hat and coat is required in winter. In keeping with the sun safe policy, children will need to wear either a legionnaires, bucket or wide brimmed style hat. Please ensure that cords on hats are detachable in compliance with Directorate regulations.

Active learning can be very messy, please make this a consideration when selecting your child’s clothing for the day.

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
- before and after playing with playdough
- when leaving the preschool

All scratches and cuts must be covered.

**Lunches and Snacks**

Provision is made for the children to eat during the preschool session and staff ensure that the children stop playing for routine meal times. Parents/carers are urged to provide children with healthy snacks and lunch food 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 including ‘nutella’.

Packed lunches and snacks are important for children and help with their concentration and learning. Parents and carers 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 refrigerated 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 - in summertime, this iceblock will keep sandwiches cool as well
  - Healthy drinks, such as water and milk can be frozen overnight and then stored in your child’s lunchbox, helping to keep it cold.
Excursions

Excursions are part of the educational program at Reid and Baker Gardens Preschools. On enrolment, parents/carers are asked to give permission for their child to go on regular local area walks e.g. nature walks. Families will be asked for their permission in writing for the children to attend all other excursions.

Emergency management procedures

The school has a policy on emergency procedures (lock downs and evacuations) and all staff and students are required to rehearse these procedures every three months. Families will be notified each time these drills have taken place.

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 behaviours and safe behaviours. As a Kidsmatter School, staff will also deliver lessons to enhance social and emotional learning 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 transition into kindergarten at Ainslie School. As with all transitions the educators will work to ensure that the move from preschool to kindergarten is successful. To do this we have implemented a transition program for our preschool children. In term 4, preschool staff work collaboratively with Ainslie School staff to organise a day visit to kindergarten classes at Ainslie School to assist with familiarisation of the school environment. The children also receive lessons from the library, Japanese and music specialists.

For more information about this topic please follow the link to this website for some handy hints which can be found on the Education Directorate website http://www.education.act.gov.au/school_education/starting_school.

Student Wellbeing and Behaviour Support

At Ainslie School we value everyone as an individual and celebrate the special qualities that make us who we are. It is important that students are treated with respect 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 Behaviour Support framework that outlines the steps for addressing pastoral care across the school.
Parent/Carer Support

Preschool Matters
http://www.preschoolmatters.act.gov.au/ is an ACT Government website that recognises the importance of early education. Lifelong learning is the foundation for prosperity in Canberra’s second century and we want to ensure that every child has the opportunity to thrive. Preschool is an exciting time for both parents and their children. It is the first interaction they will have with school, teachers and the education system and it is important that parents/carers and children feel supported, engaged and involved.

In early childhood education families are seen as children’s first and most influential educators. Creating strong and effective partnerships between parents/carers and their child’s education enhances their later learning success. It is through this that parents/carers play a critical role as partners in ensuring our young people get the best start in life. The Preschool Matters Program acknowledges and recognises the expertise of families in their child’s education and the importance of parental involvement and engagement in the preschool program.

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.

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 staff at Ainslie School on 6142 3060.

Should the need arise the ACT Education Directorate has a policy for complaints resolution. This policy can be accessed at http://www.education.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>
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<tr>
<td><em>Campylobacteriosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<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>
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<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>
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<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 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>Exclude family and household contacts until approval to return has been given by the Chief Health Officer.</td>
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<tr>
<td>Giardiasis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td><em>#Haemophilus influenza type b (Hib)</em></td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
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<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><em>Hepatitis A</em></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>
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<tr>
<td>Disease</td>
<td>Exclude or Not Excluded Details</td>
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<tr>
<td><strong>Herpes (cold sores)</strong></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>
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<tr>
<td><strong>Impetigo (school sores)</strong></td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.</td>
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<tr>
<td><strong>Influenza and influenza-like illnesses</strong></td>
<td>Exclude until well</td>
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<tr>
<td><strong>Leprosy</strong></td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
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<tr>
<td><strong>#Measles</strong></td>
<td>Exclude for at least 4 days after the rash appears.</td>
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<td>(a) Immunised contacts not excluded.</td>
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<td></td>
<td>(b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.</td>
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<td></td>
<td>(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.</td>
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<td></td>
<td>(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>
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<tr>
<td><strong>Meningitis (bacterial)</strong></td>
<td>Exclude until well</td>
<td></td>
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<tr>
<td><strong>#Meningococcal infection</strong></td>
<td>Exclude until adequate carrier eradication therapy has commenced.</td>
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<td></td>
<td>(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer.</td>
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<tr>
<td></td>
<td>(b) Otherwise, excluded until 10 days after last contact with the index case.</td>
<td></td>
</tr>
<tr>
<td><strong>#Mumps</strong></td>
<td>Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).</td>
<td></td>
</tr>
<tr>
<td><strong>#Poliomyelitis</strong></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></td>
</tr>
<tr>
<td><strong>Ringworm, scabies, pediculosis (lice), trachoma</strong></td>
<td>Exclude until effective treatment has commenced.</td>
<td></td>
</tr>
<tr>
<td><strong>Rotavirus</strong></td>
<td>Exclude until diarrhoea ceases</td>
<td></td>
</tr>
<tr>
<td>Disease</td>
<td>Exclude Duration</td>
<td>Not excluded Conditions</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>*Rubella (German measles)</td>
<td>Exclude for 4 days after the appearance of the rash.</td>
<td>Female staff of child-bearing age should ensure that their immune status against rubella is adequate.</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>