



Welcome to
Red Hill School Preschool Program
Open Hearts Inquiring Minds

Griffith Preschool Unit

Bannister Gardens
Griffith ACT 2603
Telephone: 6142 2856
Email: info@redhillps.act.edu.au



Red Hill Preschool Unit

Astrolabe Street
Red Hill ACT 2603
Telephone: 6142 0978
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*The first ACT school authorised to offer
the International Baccalaureate
'Primary Years Program' (PYP)*



ACT
Government
Education



Welcome to Red Hill Preschool

We welcome you and your family to the Red Hill School community. We view the primary years of schooling as vital to everyone and trust that you will enjoy your partnership with the school in this most significant period of your child's development.

As an International Baccalaureate World School we strive to provide a high-quality international education from preschool to year six, which encourages students to be active, compassionate lifelong learners who are able to confidently take their place in the global society of the 21st century.

Red Hill School offers four fifteen-hour preschool sessions, all of which deliver our IB inquiry program, and a play based developmental curriculum, underpinned by the Early Years Learning Framework.

The inquiry approach to teaching and learning continues past preschool into the later primary years. Through purposeful, guided inquiry we strive to develop students who are knowledgeable, curious, intelligent, open-minded, caring and respectful of themselves, others and their environment. We hope that, in partnership with parents and the community, we can assist our students to become truly internationally minded young people who possess the attributes and values of the IB learner profile and who will take positive action in their world.

This handbook has been written to support the partnership between our school and you in your child's first year of education. It explains our vision, philosophy and curriculum and also provides useful general information about the preschool environment. We seek your co-operation in ensuring that you read through it so that your child gains maximum benefit from their years at Red Hill School.

We value our partnership with you. Please contact us if you wish to clarify any details or have some positive suggestions to help us improve the programs we offer or the facilities we provide for students.

Louise Owens
Principal

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General Information

Red Hill Primary School Contact Details

Location: Astrolabe Street, Red Hill
Postal Address: PO Box 22 Red Hill ACT 2603
Telephone: 02 6142 0960
Email: info@redhillps.act.edu.au
Website: www.redhillps.act.edu.au

Preschool Phone Contacts:

Red Hill Preschool: 6142 0978
Griffith Preschool: 6142 2856

Leadership team

Principal		Louise Owens
Deputy Principal	<i>Curriculum</i>	David Corcoran
Deputy Principal	<i>Student Support</i>	Nathan James
Executive Teacher	<i>Early Childhood Team</i>	Kristy Aitchison

Term Dates

2023 Term Dates		
Term 1	Monday 30 th January Thursday 2 nd February	Thursday 6 th April
Term 2	Monday 24 th April Thursday 27 th April	Friday 30 th June
Term 3	Monday 17 th July Thursday 20 th July	Friday 22 nd September
Term 4	Monday 9 th October Thursday 12 th October	Friday 15 th December

Preschool Sessions and Times

Griffith Group 1 Winyu (Sun)	Griffith Group 2 Garrang (Cloud)	Red Hill Group 1 Djira (Star)	Red Hill Group 2 Gabbadang (Moon)
Monday 9.00am - 3.00pm	Wednesday (even weeks) 9.00am - 3.00pm	Monday 9.00am - 3.00pm	Wednesday (even weeks) 9.00am - 3.00pm
Tuesday 9.00am - 3.00pm	Thursday 9.00am - 3.00pm	Tuesday 9.00am - 3.00pm	Thursday 9.00am - 3.00pm
Wednesday (odd weeks) 9.00am - 3.00pm	Friday 9.00am - 3.00pm	Wednesday (odd weeks) 9.00am - 3.00pm	Friday 9.00am - 3.00pm

Background

Red Hill School opened in 1960 and celebrated its 50th year of operation in 2010. The school is located in Red Hill, an inner southern suburb of Canberra, in close proximity to Manuka, Lake Burley Griffin and the Parliamentary Triangle. Red Hill Primary School caters to a diverse student clientele, drawing families from diplomatic, government, defence force, university and other backgrounds. As an International Baccalaureate (IB) World School, Red Hill provides an inclusive, international education for students in preschool to year 6. The school embarked on its International Baccalaureate journey in 2001, receiving authorisation in October 2006.

Enrolments have increased substantially since 2006 as the school's reputation for quality has grown and local demographics have changed. Currently the school has a primary enrolment of 740 students from kindergarten to year six, with five classes in most year levels. A further 88 students are enrolled in two full time preschool units.

IB Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organizations to develop challenging programmes of international and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

School Vision

We will create a positive inquiry-based learning culture that encompasses all aspects of teaching and learning, meets the needs of all members of our school community (children and adults) and is driven by evidence-based practice.

School Mission

We prepare students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them with open hearts and inquiring minds. We focus on the development of the whole child.

We create collaborative partnerships with parents and the community that foster intercultural understanding and develop inquiring, knowledgeable, compassionate and resilient young people who are able to make a difference in our world.

Enrolment

Red Hill School's enrolment procedures are in accordance with the ACT Education Directorate Enrolment Policy. All four-year-old ACT children are guaranteed a place in a public preschool. However, students are not guaranteed a place at the family's preferred preschool site, due to capacity constraints.

Preschool places are allocated according to the following priorities.

- First consideration is given to siblings of students concurrently enrolled in the primary school and any compelling cases of exceptional circumstances based on student wellbeing or legal consideration.
- The Directorate then prioritises applicants living within the Priority Enrolment Area of the primary school, up to the limits of available places.

For information on Priority Enrolment Areas please visit https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/priority_placement_areas.

Enrolment applications to start at or transfer to Red Hill School should be lodged online at <https://www.education.act.gov.au/public-school-life/enrolling-in-a-public-school>. Once you have received an offer of enrolment/transfer, it is necessary to accept the offer by arranging a school visit where you will complete the required paperwork and provide:

- proof of your child's identity and date of birth (birth certificate or passport, entry visas and/or Australian Citizenship Certificate)
- proof of your child's residential address (a current lease/rates notice and current utilities account)
- copies of any court orders
- information about the child's immunisation status,
- supporting documentation (student well-being/legal), and
- Personal Medical Emergency Management Plan.

Enrolment information sessions are conducted at the school during the enrolment period in May each year.

Preschool

In the ACT, preschool is a non-compulsory year of schooling. Students who turn four years old on or before the 30th of April in the year of entry may apply for a place in our preschool program. We currently offer a five day per fortnight program (averaging fifteen hours per week). Sessions are on Mondays, Tuesdays and alternate Wednesdays (odd weeks) OR Thursdays, Fridays and alternate Wednesdays (even weeks) from 9.00am to 3.00pm. There are two preschool units attached to the school. Red Hill Preschool Unit is located on the Red Hill School Campus and Griffith Preschool Unit is located in Bannister Gardens, Griffith.

Red Hill Preschool Unit



Griffith Preschool Unit



Early Entry and Early Intervention

Early entry enrolment is offered to eligible families to meet their children's needs in the early years of their education. Early entry to preschool will only be considered for children in the following categories:

- children with English as an additional language or dialect (EAL/D)
- Aboriginal or Torres Strait Islander children
- mobility (such as for Australian Defence Force personnel), and
- gifted and talented children.

For further information, please contact "Early Years" on 6207 1106 or access [Enrolling in Preschool - Education \(act.gov.au\)](https://www.act.gov.au/education/early-years).

Kindergarten

In most cases, preschoolers will be automatically enrolled into kindergarten for the following year at their current school.

Students attending preschool outside their Priority Enrolment Area will have to apply for kindergarten as an out of area student if they wish to continue at that school. They are guaranteed a kindergarten place at their PEA School.

As advised during your child's preschool year, an offer of place may be made to out of area families, dependant on school capacity. Hence, out of area families must complete a new enrolment application to continue at Red Hill Primary School.

About Our Preschool Units

Red Hill Philosophy Statement

We believe that, for every child to reach their potential, the school environment should be safe, inclusive and respectful. As an IB World School, Red Hill Primary strives to be an internationally minded community of learners who exemplify the attributes expressed in the IB learner profile. Our curriculum aims to develop students with these attributes. We therefore regard the following values and attitudes as being of great significance in our curriculum: appreciation, cooperation, empathy, confidence, independence, respect, commitment, creativity, enthusiasm, curiosity, tolerance and integrity.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.



Thinkers

Students exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



Risk-takers

Students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.



Principled

Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and consequences that accompany them.

Open-minded

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.



Caring

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



Knowledgeable

Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.



Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Red Hill Preschool Philosophy Statement

The Red Hill and Griffith Preschool Units' philosophy builds upon our school's vision and philosophy statement, incorporating the principles and practice from both the Primary Years Program and the Early Years Learning Framework.

We build **secure, respectful and reciprocal relationships** with all members of the community. At our preschool, the educators:

- give priority to building strong and trusting relationships with children
- value and foster collaboration
- acknowledge children's prior knowledge, background, interests and differences, and
- provide safe, secure and stimulating learning environments in which children can express themselves and feel respected and valued.

We develop **partnerships** with families that support the learning and development of all children. At our preschools, the educators:

- promote open, respectful communication between school and home that values different perspectives and supports children's learning and development
- engage in shared decision making with families
- create a welcoming and culturally inclusive environment in which all families are encouraged to participate and contribute, and
- acknowledge the significance of transitions within services. We ensure the children understand the process and have an active role in preparing for these transitions.

We strive for **high expectations and equity** for all. At our preschools, the educators:

- establish high expectations for all children's learning and development
- promote inclusion and participation, creating and exploring opportunities for every child to experience success, and
- recognise that every child can learn, and that some children require different opportunities and supports to do this.

We have **respect for diversity** in our learning community. At our preschools, the educators:

- strive to develop internationally minded children who live the IB learner profile
- promote intercultural understanding and awareness, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being
- support children to develop a sense of place, identity and a connection to the land
- support students to maintain their first language and learn English or another additional language, and
- build on children's interests, abilities, cultures and previous learning experiences.

We enhance the learning and development of all children by engaging in **ongoing learning and reflective practice**. At our preschools, the educators:

- view themselves as co-learners with the children and families
- continually engage in professional inquiry
- develop professional knowledge and skills to provide the best possible learning experiences for all children, and
- engage in ongoing assessment of learning and reflections to refine and develop the educational program.

Our Preschool Curriculum

The Primary Years Program

Our preschool curriculum is developed in the context of the International Baccalaureate Primary Years Program (PYP). The PYP is designed for students between the ages of 3 and 12 years. It is an international, transdisciplinary program designed to foster the development of the whole child, both in the classroom and in the world outside. The program focuses on intellectual, social, emotional and physical development, and aims to prepare students to be active participants in a lifelong journey of learning.

The IB Primary Years Programme comprises five key aspects which together provide a framework for structured and purposeful inquiry. These essential elements are knowledge, concepts, skills, attitudes and action.

A distinctive feature of the program is the **six transdisciplinary themes** which guide our planning in terms of *what do we want to learn?*

They include:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet



These six themes of global significance create a transdisciplinary framework that allows students to inquire beyond the confines of learning within subject areas. Within this framework the preschool teachers develop a programme of in-depth investigations into significant, enduring central ideas. Each central idea is the starting point of what we refer to as our 'Unit of Inquiry'. After establishing what children already know, the children's questions, thinking, research and learning drive the inquiry over many weeks. Preschool students experience four units of inquiry over the year¹.

More information on the IBO *Primary Years Program* is available at www.ibo.org and in the Red Hill School Handbook.

Early Years Learning Framework

Together with the beliefs and values that drive the IBO Primary Years Program, the *Early Years Learning Framework* guides our pedagogy, principles and practice.

The *Early Years Learning Framework* has been developed to ensure children receive quality education programs in their early childhood settings. The Framework's vision is for all children to experience play-based learning that is engaging and maximises their potential in a way that lays the foundation for future success in learning and in life. The framework recognises the importance of communication, language (including early literacy and numeracy) and the social and emotional development of students.

Our intention is always to recognise that children learn through play and to develop learning programs, in partnership with families, which are responsive to children's ideas, interests, strengths and abilities.

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.
- Further information can be found at: <https://education.gov.au/>.

¹ Students in year one to year six complete six units of inquiry.

National Quality Standards (NQS)

The operation of our preschool units is governed by the National Quality Standards (NQS). These Standards consist of seven quality areas on which children's education and care services from birth to age 5 and transition to school are assessed and rated. These standards are:

1. **Educational program and practice** - helps your child learn and develop with stimulating and engaging experiences.
2. **Children's health and safety** - ensures your child feels safe and secure at all times.
3. **Physical environment** - ensure your child can play, learn and develop their skills indoors and outside.
4. **Staffing arrangements** - our staff are highly qualified people who work together to recognise the needs of children as individuals.
5. **Relationships with children** - ensures children feel safe and secure at all times in an environment which encourages positive relationships.
6. **Partnerships with families and communities** - when families, communities and educators work together, your child's learning and development is improved.
7. **Leadership and service management** - ensures the preschool is managed to a high standard and provides a safe and healthy learning environment.

Our preschool units were assessed by NQS assessors in August 2015. We are proud to currently hold an *Exceeding* ranking for both preschool units.

Education and Care Services National Law and Regulations.

The delivery of education and care services for children from birth to age five is also governed by the *Education and Care Services National Law Act 2010 and Education and Care Services National Regulations 2017*. Access to these documents is provided electronically on our school website. Hard copies are also available at each preschool unit.

Transitions

Your children will experience transitions from home to preschool and from preschool to kindergarten. These transitions provide opportunities and challenges. It is our role, in partnership with you and your child, to make each transition as successful as possible and to assist the children to understand and feel comfortable with the routines and practices of the new environment.

Preschool

To enable a successful start for your child at preschool, we offer every family orientation visits in term four, prior to the official commencement of the preschool year. We also provide a welcome barbecue and information session for all incoming preschool families, followed by 'get to know you' interviews at the start of the school year.

Kindergarten

To facilitate a successful move for your child onto primary school, we have also implemented a preschool/kindergarten transition program which involves:

- a 'buddy program' to develop cross-age peer relationships between preschool and year five students (The buddy program runs during our normal preschool session times throughout the year. Students not attending our preschool program will meet the year 5 buddies during their orientation sessions.)
- engaging in special primary school performances and activities e.g., school band and drumming showcases, the Walkathon, Book Week Assembly
- regularly visiting and utilising the primary school building and outdoor facilities so that children develop familiarity with the setting
- participating in orientation sessions at Red Hill Primary School in term 4 of the preschool year (students visit our kindergarten classrooms and other school facilities such as the library, hall and playground). Griffith Preschool Unit students participate in additional orientation days, and
- family interviews in term four to communicate information about individual student needs and assist with kindergarten class placements. Information packs are distributed at the interviews.

For more information about this topic please follow the link to this website for some handy hints: [Starting school - a guide for parents.](#)

Excursions and Incursions

Excursions and incursions are part of the educational program at preschool. They allow students to experience other environments, different activities and test ideas as well as develop living skills and a sense of group identity. On enrolment parents are asked to give permission for their preschool child to go on incidental walking excursions e.g., to visit or view something in the immediate area around the preschool where there is no need to cross roads. Where necessary, excursions may require payment by parents/ carers for travel and entrance fees. Separate permission notes are issued which must be signed by parents/ carers. The usual adult/child ratio may be higher for some excursions, depending on the nature of the planned activities and location, in which case volunteers are appreciated.

Library

A spacious new library facility was opened in 2010 in the former school hall. The library holds an extensive variety of books, media, artifacts and ICT resources and is fully automated with staff and students able to use on-line computer catalogues to locate resources. Students at our Red Hill Preschool Unit visit the primary school library. An extensive selection of books is also available at our Griffith Preschool Unit "mini" library. Students at both locations are encouraged to borrow books regularly to foster literacy at home. All students are asked to use a library bag.



Communication and Collaboration

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning....

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. Educators recognise that families are children's first and most influential teachers.
(Early Years Learning Framework, DEEWR, 2009)

Communication with Preschool Staff

At Red Hill School we recognize that the important partnership between home and school can only take place if we provide parents and educators with opportunities for open and frank communication. The preschool units operate an 'open door' policy where parents are welcomed and encouraged to discuss their children's development and progress at any time. Parents are also encouraged to actively contribute to the children's learning experiences and curriculum decisions.

We encourage:

- sharing knowledge to enhance the growth and development of each child
- developing positive relationships with families that are based on mutual trust and open, respectful communication
- engaging in shared decision making, and
- developing a sense of belonging to the preschool for the children, parents and staff.

To foster the learning partnership between the school and families we commit to the following.

- Family orientation visits are offered in term four (prior to the commencement of preschool) for children and their parents to meet with staff, ask questions and share information so that we can facilitate a positive transition to preschool that is responsive to each child's needs.
- A parent circle is held early in term one to introduce new educators and share information about the preschool program.
- A student questionnaire is sent home in the information pack. Parent responses enable the teachers to get to know their students and to design programs targeted at meeting individual needs.
- Three-way interviews are conducted mid-semester one between the teacher, parent and student. These include time for students to share their learning with their parents as well as for teachers to share student progress with both parents and students, and together establish learning goals.

- Learning Journeys are held at various times throughout the year related to particular units of inquiry. These can take many different forms such as concerts, exhibitions and conventions.
- We encourage parents to check in with staff before or after each session, or to make an appointment with the teaching staff to ask any questions or raise concerns. Educators will also initiate contact with parents if they have concerns regarding academic, social or emotional progress.
- We provide parents with statements of learning at the end of each semester, highlighting aspects of their child's journey throughout the preschool year.
- All parents and students are provided with access to the online learning portal, "SeeSaw", which offers real time snapshots of student learning throughout the preschool day and is also used by educators as a communication tool between preschool and home.

To foster collaboration within the program we are also committed to the following.

- Each current 'program of inquiry' is posted on the parent notice board at preschool alongside ongoing program plans outlining day to day events and on the online SeeSaw portal.
- Parents/carers are invited to read and contribute to our unit of inquiry board in the classroom at any time. This display gives information about the 'central idea' we are investigating, and tracks the children's thinking, questions and discoveries throughout the unit.
- Newsletters and family questionnaires give insights into the current preschool program and future program plans. Additionally, the teacher may report on the program and collaborate with parents about future plans at parent committee meetings, which all parents are welcome to attend.
- Units of inquiry explore the culture, heritage, backgrounds and traditions of children in our preschools and seek to promote tolerance and respect for others (*Early Years Learning Framework, Education and Training Act*).

Preschool Notice Board

Notice boards are situated near the front door of each preschool unit, and we ask that parents/carers check these each day for any new notes or relevant information that is on display.

School Newsletter

The school newsletter is produced fortnightly on even week Fridays and is emailed to home email addresses. The newsletter is the chief regular means of providing information to families and highlights student achievements and the units of inquiry. It also gives dates for upcoming events, excursion and policy information and invitations to school functions.

School Correspondence

Most school correspondence is sent home via email and hard copy letter with students on Tuesdays/Thursdays. These letters or notes are most often advice of classroom excursions or school events where parental permission is required and/or a request for a voluntary contribution towards the scheduled event is being made. Copies of recent notes are available on the school website, via links in the newsletter, or for collection from the front office. Occasionally school correspondence will only be sent home electronically where permission or voluntary contribution is not required, or where information must be relayed in a timely or urgent manner.

SeeSaw

This is an online digital portfolio that links the classroom to home. Teachers and students can upload photographs and work to SeeSaw for parents to view. Teachers also provide regular updates about learning programs, important events and other notices.

Parent Involvement

Your children's time at preschool is a vital time in their learning and development. We share the responsibility for their education with you during this significant time and we encourage your active participation in the school. The type and amount of involvement is flexible to suit individual families. There are many ways you can be involved. Whatever time you can spare, your participation is greatly valued and appreciated.

Volunteers at Preschool

Art, Craft and Cooking

Messy art, craft and cooking activities often require extra hands. Teachers will communicate the times and activities with parents via SeeSaw/email and the Preschool noticeboard.

Excursion Participation

Parents may be asked to accompany pre-schoolers on some excursions to help provide increased supervision.

Inquiry

You may be able to share your profession, special skills, interests and/or family cultures with our students during units of inquiry. Teachers may ask for guest speakers so please let us know if you are interested.

Other

Other contributions may include volunteering to wash laundry, helping out at working bees or in the library, and/or becoming an active member of our parent bodies. Red Hill School welcomes parent contributions to decision making through the School Board and P&C. All of these roles help with the smooth running of the program and enhance the students' learning outcomes.

Families are also encouraged to participate in school social activities to meet other families and form a sense of belonging to the preschool and wider school community.

School Board

Each government school in the ACT is administered by a school board whose membership comprises the school principal (executive officer), two elected staff members, three elected members of the parent body (one of whom is Chairperson) and a nominee of the Education Directorate. Parents who wish to promote the quality of education at the school are encouraged to consider standing as a representative on the Board. Elections are conducted in February each year and members normally serve a two-year period.

The Board meets twice a term and works within Directorate guidelines to oversee the development of school priorities, plans and policy, the allocation of resources and ongoing development and review of the IB Primary Years Program. Promoting and developing quality relationships between the school and wider community is also a key role, working closely with parental and teacher groups, the IBO, the Directorate, community organisations and other educational institutions.

Parents and Citizens Association (P&C) and Preschool Sub-committee

All parents, carers and citizens are invited to be a part of the P&C Association. Preschool parents make up a Sub-Committee of the school's P&C Association with their own President, Secretary, Treasurer and committee members. The sub-committee operates its own bank account, conducts specific preschool fundraising and holds general meetings. It has a valuable role in supporting the preschool units through the purchasing of resources to enrich the program and assisting with the costs of excursions and incursions. It also plays a key role in building community by arranging social events and working bees for preschool families. Sub-committee meetings are a valuable opportunity for parents to get more insight into the preschool program and to meet other families.

An AGM is held at the Preschool Information Session each year to elect the office bearers. All preschool parents are automatic members and are welcome to attend the meetings, which are held twice per term.

Parental Voluntary Contributions

ACT Government preschools are free of charge. However, each year parents/carers are invited to assist the preschool by making a voluntary financial contribution to assist with the continued resourcing of a quality play-based learning environment for our children. Contributions are strictly confidential and are currently set at \$150 per year with discount and payment options available.

Our preschool may also 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. This may include events such as excursions, specialist music programs and class photos.

Working with Vulnerable People

Volunteers and visitors in schools interact with individuals and small groups of students in a range of different ways. To assist the school in providing a safe, inclusive and respectful learning environment, volunteers are therefore asked to comply with the *Code of Conduct for Volunteers/Visitors*. This code of conduct clarifies what is expected of volunteers when participating in programs and activities in ACT Government schools and entails:

- observing similar standards of behaviour and ethical conduct to 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 of your ability.
- observing confidentiality in respect of all information gained through your participation as a volunteer. Volunteers should not discuss nor disclose personal information about students, staff or students' parents/carers to others.
- accepting and following directions from the principal/teacher in charge and seeking guidance or clarification when uncertain of tasks or requirements
- observing safe work practices which avoid unnecessary risks, applying reasonable instructions given by supervisors and reporting to staff any hazard or hazardous practice in the workplace, and
- reporting any problems as they arise to principal/ teacher, including injury or property damage.

With the introduction in the *Working with Vulnerable People (Background Checking) Act 2011*, all people who volunteer in ACT schools on a regular basis are required to apply for [Working with Vulnerable People registration](#) with the Office of Regulatory Services (ORS). The WwVP registration is free for volunteers, can be completed [online](#) and takes between two and six weeks to be processed. It is preferred that all volunteers at preschool hold current WwVP registration cards.

All parents and carers are also asked to fill out a 'Working with Children and Young People Volunteer's/Visitor's Nomination form (found in your enrolment pack) so that you are legally covered to be involved in the planned and spontaneous experiences that arise at preschool throughout the year. The form and code of conduct can be found [online](#).

It should also be noted that the **Reportable Conduct Scheme** requires certain organisations who work with children to report allegations of child abuse and misconduct to the ACT Ombudsman. Reportable conduct covers allegations or convictions of child abuse or misconduct toward children by an employee or volunteer. For more information see <http://www.ombudsman.act.gov.au/>.

Routines and Practices

Arriving at and leaving preschool

In accordance with the National Quality Standards, collection of children must be by a parent or authorised nominee. Parents are required to personally deliver their children to and collect them from preschool staff. Children will only be released to parents/carers or authorised adults at the end of each session unless otherwise advised. For safety reasons, please do not leave your child at preschool before the normal starting time as staff are preparing for the day or attending meetings and are unavailable to supervise children. It is important that you hand your child to a staff member each morning so that we know your child has arrived at preschool and that you do not leave children unattended to play before or after sessions. It is important that contact details of anyone who collects your child on a regular basis are listed in the additional contacts page of the enrolment form.

Alternative Pick-up Arrangements

Please complete the *Alternative Pick-up Folder* at preschool if your child is to be collected by someone other than the usual person. This is a protective measure for your child and, if we do not have written consent, we cannot release him/her. Please call preschool staff if the unexpected happens during the day and you need to change arrangements.

Attendance

Regular attendance is important as this allows the children to settle into routines and establish themselves as part of the group. The attendance record at preschool is in the form of a class roll which is filled out at the start and end of each session. If a child is brought to preschool after morning roll time or is collected before the end of session, parents or the authorised nominee are required to sign their child in/out.

Note: Preschools cannot operate without two qualified staff members. If relief staff are not available, it may be necessary to close the preschool for the day.

Emergency Contact Details and Information

Please keep staff and the school informed of any changes to address, childcare arrangements, medical information and emergency contact phone numbers. It is very important that we have up to date details for every student in case of an emergency. At the beginning of each school year the most current information is sent home to families. Your assistance in promptly checking, amending and returning this is appreciated. It is best to 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.

Emergency Management Plan

Red Hill School has an Emergency Management Plan in place for each campus to assist us in making prompt and responsible decisions in any situation that could threaten the safety of the students. This covers circumstances such as evacuation due to fire or damage to buildings and lock down/lock out procedures if there is a danger to students from events in the vicinity of the preschool.

Preschool emergency management procedures are practised every term with preschool students. This ensures our preschool students are aware of the sound of our alarms, how to react to the different signals and how and where to assemble in any emergency situation.

Road Safety and Parking

Legislation regarding school zones is in force in the ACT which requires motorists comply with a 40km speed limit between the hours of 8.00am and 4.00pm within school zones. Please ensure that you park safely in either the car park at Red Hill School or the available kerbside parking on Astrolabe Street, Red Hill, and available kerbside parking at Bannister Gardens at the Griffith preschool unit.

Student Absences

As per Directorate requirements, all student absences from school must be confirmed in writing. This can be done via the school email or by written note upon their return. Verbal advice will be passed on to teachers; however, this must be confirmed in one of the abovementioned forms. If a prolonged absence is expected, prior notification to your child's class teacher would be appreciated.

Absence Message Automation

The safety of your children is important to us. The introduction of Sentral now allows us to communicate absence information to families at the start of each day. At 9.45am an automated text/email message is sent to families of students marked absent without explanation. If you receive this message and believe your child should be in class, please contact us immediately on 6142 0960 so that we can check in with their class teacher. If you receive this message and know your child is absent, no action is required. Remember, you must always confirm student absences in writing.

Volunteers' Register and Signing in

A register is set up for each preschool including personal volunteer sign-in/out sheets, volunteer nomination forms and insurance and code of conduct information sheets. The sign-in/out sheet must be completed each time you volunteer at preschool to ensure the safety of our students. In case of an emergency evacuation, we must be able to account for all persons on the premises. Please ask preschool staff to point out where this register is located.

Health and Safety

Information on hygiene procedures

Staff, children and volunteers must adhere to the hand washing procedures required for early childhood settings.

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
- when leaving the preschool.

All scratches and cuts must be covered.

Food

Red Hill School is a "Fresh Tastes" school and promotes healthy eating and drinking choices in accordance with the "Traffic Light" system. Children need to bring a snack for morning tea and a packed lunch. 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. Food such as sandwiches, fruit, cheese, sultanas, celery and carrots are ideal. Each child must have water in a named drink bottle for every session as water is the school's preferred drink.

Please remember that preschool is an allergy aware environment, and that Red Hill School is "nut free".

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 carers are reminded of a few simple food safety rules to prepare safe, healthy lunches and avoid likelihood 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.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day's school lunch. This includes leftover meals such as pasta and rice dishes.

- Food is normally stored in a child's lunch box for several hours, so please ensure the lunch box is kept cool by using an insulated lunch box or including a wrapped frozen water bottle.
- Perishable foods such as dairy products, eggs and sliced meats should be kept cool, and eaten within four hours of preparation. Don't pack these foods if just cooked, first cool in the refrigerator overnight.
- Although we are not able to refrigerate children's lunch boxes at school, we ensure they are kept in cool places away from direct sunlight and other heat sources.

Birthdays and family celebrations

Our preschools like to acknowledge children's birthdays and family rituals. If families wish to bring a cake or other celebratory food item, please include a list of ingredients. This enables us to cater for allergies within the group. We find that cupcakes are easy to manage and are enjoyed by preschool children. Please talk with our staff if your child has allergies to make sure they are included in celebrations.

SunSmart practices

Red Hill School is a SunSmart School and as such all students must wear a SunSmart Hat (wide brimmed² or legionnaire's) throughout the year, except for the months of June and July. All hats available at the Red Hill School Uniform Shop are in accordance with National SunSmart Standards. If a child does not have a suitable hat, they will be asked to play in the shade whilst outside.

Please apply your child's sunscreen before starting preschool each day. Students may bring sunscreen to school with them and will be given time to apply this if needed.

Sensible clothing

Children are offered a range of valuable sensory experiences at preschool, both inside and out. Please dress your child in sensible clothes to allow free movement and participation in messy play.

Physical play including running, climbing, balancing, jumping and kicking balls is also a planned part of the program. We encourage children to wear safe shoes or sandals; thongs, crocs and slip-on shoes are not suitable. Long skirts and dresses can also be dangerous, particularly when participating in physical activities. During winter terms, students will need a parka or an extra layer of clothing for outside time. Preschool students are welcome to wear school uniform if they wish, which is available from the school uniform shop. Please provide a complete change of clothing every day as children sometimes have accidents with paint, water or toileting.

It is very important that you label **every item belonging to your child** (hats, jackets, lunch boxes, drink bottles and school bags). Anything that your child might bring to preschool should be clearly marked.

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 teach children protective and safe behaviours and also deliver lessons to enhance social and emotional skills.

² We recommend you remove any cords from hat for children's safety.

Medical

Allergies and Anaphylaxis

We are a 'nut free' school environment

We have several students and staff who suffer severe allergies to particular foods (nut and nut products) which may produce a life-threatening anaphylactic reaction. Whilst each of these students and staff members has their own individual Emergency Medical Management Plan, we ask that students do not bring any nuts or products' containing nuts, such as peanut butter or chocolate nut spreads, to school. Please be aware that many muesli snack bars may pose a risk to students and staff with these medical conditions.



We are aware that there are many different foods and environmental factors that result in allergies with life threatening anaphylactic reactions. If this applies to your child, please notify the school immediately to enable us to take the necessary action to protect them.

Known Medical Conditions and Emergency Treatment Plans

All children diagnosed with **Anaphylaxis, Asthma, Diabetes, Epilepsy** or any other known medical condition must have a Personalised Emergency Management Plan. This includes completing the Directorate's *Known Medical Condition Response Plan*, providing an authorized personal *Emergency Treatment Plan* and a *Medication Authorisation and Administration Record* signed by parents/carers and your child's doctor. These must include clear instructions of all steps to be taken along with any required medication necessary to care for your child should there be an incident within school hours. Relevant forms can be collected at the school front office.

If your child has any other medical conditions that require special care or medication, please speak with the preschool or front office staff who will advise and assist with any long- or short-term medical requirements.

Illnesses and Accidents and Infectious Disease

If a child becomes ill or is injured at school, appropriate first aid will be given, and parents/carers will be notified. If necessary, parents will be 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.

Our staff offer basic first aid assistance only and the preschool staff will contact parents/ carers to pick up their child if they become ill during the day. It is important that sick children are kept at home for their own health and well-being as well as the health and well-being of other children and staff.

Should your child develop chicken pox, mumps, measles or any other contagious condition, please contact the school for information about exclusion periods and to enable the school to warn other parents/carers that their children have been exposed to possible infection.

Head lice are extremely contagious but easily eradicated. If we suspect a child may have head lice, we will contact parents/carers to collect him/her from school. Once treated, children can return to preschool. A comprehensive fact sheet on head lice is available at the preschool or Red Hill School front office or by visiting www.health.act.gov.au.

Immunisation

The ACT Department of Health recommends that all children attending school in the ACT 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 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. Families will be advised in writing of any communicable or infectious disease reported to school staff. A copy of exclusion periods for students with infectious diseases appears in the Appendix at the end of this handbook.

Medical Information and Consent

Medical Information and Consent Forms are sent home at the beginning of each school year. One form must be completed for each child in your family and returned to the school as soon as possible. Information on these forms is noted on each child's records to enable us to give the best possible care to your child. These forms are stored at preschool for teachers to take with them on excursion. The information on your child's form will assist staff attending excursions should your child become ill or injured while away from the school. Please note: The *Medical Information and Consent Form* is independent of any Personalised Emergency Management Plan and associated paperwork in place for your child.

Medication

ACT Education Directorate policy requires that *Medication Authorisation and Administration Record* be completed if your child is required to take short or long-term medication which must be administered by preschool staff.

PLEASE NOTE: This includes all prescribed medication and antibiotics, all over the counter pain and cold/flu or allergy relief.

The preschool does not hold analgesic pain relief such as Panadol to administer to children, however parents may provide this as part of a documented treatment plan.

Student Support Services

Red Hill School offers a variety of support structures to assist students to develop their academic and social skills.

Special Needs Team

The Special Needs Team meets regularly to assist teachers in identifying and meeting the specific needs of individual students. The team consists of the Principal, Deputy Principal, Disability Education Coordinator (DECO), School Psychologist, Learning Assistance and EAL/D teachers, with other Executive staff and classroom teachers also attending as appropriate to discuss relevant programs, intervention or referrals for students in need.

Students with identified disabilities may be eligible for inclusion support through the Support at Preschool Program. Applications are made by the school with parental consent.

School Psychologist

The Red Hill School psychologist works three days per week providing professional support and guidance to students, staff and parents across the school community. Our school psychologist is available to: consult with staff, parents and carers regarding the specific needs of students (academic, behavioural, social and/or emotional); conduct individual testing and assessment of students; and to refer students to other agencies and co-ordinate the delivery of services with parent/carer agreement.

Please telephone the school on 6142 0960 to arrange to meet the Deputy for Student Welfare or school psychologist. Your request will be actioned by the Special Needs Team.

Gifted and Talented Program

Red Hill School recognises the unique educational needs of gifted and talented students and has developed a policy which clearly outlines the process for the nomination, identification, and support of these students. The policy is available on our [school website](#).

English as an Additional Language or Dialect (EAL/D)

The English as an Additional Language/ Dialect program provides support for students from linguistic and culturally diverse backgrounds who do not have the opportunity to speak English at home. Students who are eligible may attend preschool under early entry criteria from term 3 onwards for 6 hours per week. They must always be accompanied by an English-speaking parent or carer.

Defence Schools Transition Aide and Support Program

A part time Learning Support Assistant, funded by the Defence Community Organisation, supports students from Australian Defence Force families enrolled in the school. A range of activities and support services are provided to both students and families as part of the program.

Aboriginal and Torres Strait Islander Student Support Program

Indigenous Education Support Officers from the ACT Education Directorate are available to assist students and families as required.

Financial Assistance

Parents/carers requiring financial assistance for any aspect of their child's education are invited to request an appointment with the Principal by calling 6142 0960.

Student Welfare and Management

Red Hill School is committed to operating within the Restorative and Relational Practices Framework. A student *Relational Policy and Procedures* has been developed to provide information on how a safe and supportive environment will be maintained to allow children and adults to learn and work to their potential. Copies of the policy are available on [our school website](#) or on request from staff at the preschool or the Red Hill School front office. Red Hill School is committed to operating within the Restorative and Relational Practices Framework.

Positive Education at Red Hill Primary School

Positive education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, and the wider school community to flourish. At Red Hill Primary School, we link academic and wellbeing skills, developing students' resilience, character and understanding of personal strengths. Our contextualised wellbeing framework features four domains and focuses on: **Relationships, Health, Purpose, and Strengths**. Children participate in social and emotional learning as well as wellbeing practices such as mindfulness throughout the school day.

Community Hub

Our Community Hub was opened in 2014 to provide a meeting place for parents, carers and the school community. Schools are uniquely placed to provide opportunities for families to develop support networks. The community Hub provides opportunities for parents and carers to get together in a comfortable environment with a variety of community resources. The Community Hub is open throughout the school day. It is located in the foyer between the year 4 corridor and year 5/6 wing at the main campus.



Feedback

If you have feedback or a concern about your child's education, please have a conversation with your preschool teacher. You are also welcome to contact the Early Childhood Executive Teacher, Kristy Aitchison, or the Principal, Louise Owens. They can be reached on 6142 0960 at the Red Hill School campus.

Should the need arise, the ACT Education and Training Directorate has a [policy for complaints resolution](#).

To view Education Directorate policies, visit [Policies - Education \(act.gov.au\)](#).

To view Red Hill School policies, visit [Policies - Red Hill Primary \(redhillps.act.edu.au\)](#).

Parent Support

Parentlink www.parentlink.act.gov.au is a website which parents can use to access:

- parent 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.

General Preschool Matters

Developing Independence

Students are encouraged to be independent from the time they commence preschool. To help prepare for this, parents can do the following with their children.

- Encourage your child to use the toilet independently.
- Promote fine motor skills by using small manipulatives (e.g., small Lego pieces, pegs etc.) and doing activities such as threading and cutting so your child builds hand strength to help with writing his/her name.
- Practise tying shoelaces or provide your child with “Velcro” fastening shoes’.
- Let your child practise removing jumpers and jackets without assistance.
- Assist your child to identify his/her own bag by attaching a special key ring or other item.
- Explain the difference between morning tea and lunch items and teach your child how to open any food wrapping/packaging.

In preparation for kindergarten parents can also do the following.

- Encourage your child to read and write his/her own name, using upper- and lower-case letters in the correct position (i.e., capital letter at the start only).
- Sing/chant lots of nursery rhymes.
- Practise recognition of the letters in the alphabet (lower and upper case).
- Introduce new and interesting vocabulary to your child, and
- Practise recognition of the numbers 1-10 and count objects.

Lost Property

To ensure the return of misplaced and lost belongings please clearly mark your child's name on all items of clothing as well as lunch and drink containers and school bags.

Photography in Preschool

Digital photographs of everyday happenings are taken regularly at preschool. Photographic permission is completed on the online enrolment application form at the time of submission. If you wish to amend or view your original instructions, please contact Red Hill School front office staff.

School uniform

Wearing school uniform at preschool is optional. Uniform items are available from the School Uniform Shop operated by the P&C Association and are reasonably priced, of good quality and have the school logo embroidered or printed on them. At the end of each school term, a second-hand uniform sale takes place.

The Uniform Shop is open for sales by appointment on:

Wednesdays from 8.30am to 9.00am before school

Fridays from 2.30pm - 3.30pm

Uniform items may also be ordered online at www.flexischools.com.au



Stationery and Book Requirements

A list of basic stationery requirements and materials needed for the preschool year will be included in your information pack, which will be available for collection at the orientation sessions. This list of requirements is compiled after consultation with teaching staff and the items are supplied by a reputable educational supplier who offers competitive pricing with easy ordering, payment and home delivery. Alternatively, parents may choose to purchase these items themselves.

Sustainability

At Red Hill School we have an environmental management plan designed to develop and embed sustainable practices school wide. We are currently using three different types of bins: a green bin for general waste, a blue bin for paper waste and a red bin for mixed recyclables.

Toys

We would prefer that children do not bring toys or valuables to preschool. These can be easily damaged or lost which causes great distress.

APPENDIX

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 and vomiting 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, childcare or family day care for the periods specified.

Condition	Exclusion period 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 (e.g., 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— 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 a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*#Haemophilus 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— child is unwell, or 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

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight	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.	Immunised contacts not excluded. 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.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. 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
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.

Condition	Exclusion period of person with condition	Exclusion of persons in contact with condition
*#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 childcare and close childcare 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
<p>A parent/carer of a child with a listed exclusion condition or a child who has been in contact with a listed exclusion condition must notify the school principal or principal carer as soon as possible.</p> <p>*These conditions must be notified by medical practitioners to the Chief Health Officer</p> <p>#These conditions must be notified by the school principal or principal carer to the Chief Health Officer.</p>		

For further information on communicable diseases and illness please www.health.act.gov.au.