Preschool Handbook 2014
GORDON PRESCHOOL HANDBOOK

School Message

It is with great pleasure that I welcome you to Gordon Preschool. Commencing preschool is a wonderful and exciting experience for children and their families. At Gordon Preschool we are fortunate to have a dedicated team of teachers and assistants who will do their utmost to ensure that your child is warmly welcomed and cared for. Our teachers are highly trained in early childhood education. They will do all that they can to ensure that your child gains as much benefit as possible from the exciting learning program.

It is well understood that children derive most benefit from schooling when their parents are interested and involved. I strongly encourage you to take advantage of the opportunities for parental involvement that will be offered by the preschool staff.

Gordon Preschool is part of Gordon Primary School and as such is part of the Lanyon Cluster of Schools. This means that a well-coordinated curriculum operates from Preschool through Kindergarten to Year 6 at Gordon Primary and subsequently Years 7 to 10 at Lanyon High School. If, after the preschool year, you choose to continue your child’s education at Gordon Primary School we will be delighted to welcome you to our Kindergarten to Year 6 program.

M.G.Bruce

Principal

Contact Details

Education and Training Directorate Contact Details
- 13 2281 (62070494 TTY)
- www.act.gov.au

School Contact Details
- Principal: Murray Bruce
- Deputy Principal: Gareth Richards
- Executive Teacher: Liz Baker-Matterson
- Preschool Staff: Teachers – Sanj Singh, Wendy Noad, Veronica Rapp
  - Kylie Benning, Anthea Theodoridis
  - Assistants - Elizabeth Simpfendorfer, Jodie Temple-Clarke, Donna Smith
- School Phone number: 6205 5955
- School Fax number: 6205 5950
- Preschool Unit phone: 6205 5433
- Preschool Fax Number: 6205 5433
Philosophy Statement for Early Childhood Education in ACT Public Schools

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

**Education and Training Directorate Values**
Honesty, excellence, fairness and respect.

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**Gordon Primary School Vision and Mission Statement (abridged)**

Gordon Primary School strives to enable students to be confident, respectful and tolerant individuals who value learning.

Learning at Gordon is an ongoing process that builds on prior knowledge and experience. At Gordon Primary School students develop literacy and numeracy skills that equip them for success in life.

At Gordon Primary School we value respectful relationships that foster understanding, care, compassion, tolerance, inclusion and honesty. We value personal best, integrity and responsibility and we respect the rights and needs of others and ourselves.¹

Students are encouraged to delight in their school experiences, to build many warm and positive social relationships and to develop resilience.

The Gordon Primary School curriculum is designed and implemented under the premise that every student can learn. Dr William Glasser’s ‘Choice Theory’² provides the understandings that underpin learning and teaching at Gordon Primary School. In accordance with ‘Choice Theory’ we recognise that each student has five basic needs; survival, love and belonging, fun, freedom and empowerment. We aim to help students successfully meet these needs in a happy, safe and positive environment. The Glasser notion of ‘quality schoolwork’³ is used to embed high expectations and is embodied in the school’s motto; “Personal best valued and achieved.”

The Gordon Primary School community is collaboratively created through partnerships between students, staff, parents and the wider community. The fundamental importance of family is recognised and strong cooperation between home and school is vigorously promoted. Gordon Primary School is a member of the Lanyon Cluster of Schools.⁴

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¹ Values Statement endorsed by Gordon Primary School Board July 2007
⁴ Lanyon Cluster of Schools: Gordon & Bonython Primary Schools, Lanyon High School, *(M.G. Bruce 30/1/11)*
**Gordon Preschool Unit Philosophy Statement**

The Gordon Preschool unit philosophy builds upon our school’s vision statement and the principles from Early Years Learning Framework. We aim to provide an engaging child-centred learning environment encouraging inclusivity and respect in all relationships. In partnership with families and the wider community we endeavour to build children’s sense of fun, belonging, confidence and independence.

**We build secure, respectful and reciprocal relationships with all members for the community.**

At our preschool, the educators:
- Ensure that the interests, abilities and culture of every child and their family are understood, valued and respected
- Encourage children as active participants for sustainability, influencing the quality of life now, and for future generations.
- Respect the views and feelings of each child
- Initiate warm, trusting and reciprocal relationships with children and families.
- Provide safe and stimulating environments for children.
- Value children’s prior learning and experiences to build continuity for their learning and development.

**We develop partnerships with families that support the learning and development of all children.**

At our preschool, the educators:
- Work with families to support children’s learning and development at home and in the community
- Use families understanding of their children to support shared decision making about each child’s learning and development
- Create a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children’s learning and development experiences
- Are transparent and objective, and provide families with information about their children’s learning and development, and about what they can do to further support their children.
- Work collaboratively to share information and plan to ensure holistic approaches to children’s learning and development
- Actively engage families and children in planning children’s learning and development
We strive for high expectations and equity for all.

At our preschool, the educators:

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

We have respect for diversity in our learning community.

At our preschool, the educators:

- Recognise bi and multilingualism as an asset and support these children to maintain their first language and learn English as a second language.
- Promotes cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being
- Support children to develop a sense of place, identity and a connection to the land
- Build on children’s interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development

We enhance the learning and development of all children by engaging in ongoing learning and reflective practice.

At our preschool, the educators:

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

*Values Statement endorsed by Gordon Pre-school Board November 2012*
Curriculum

A new, national early learning framework for children from birth to five years has been developed.

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

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

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children’s first and most influential educators, to develop learning programs responsive to children’s ideas, interests, strengths and abilities, and recognise that children learn through their play.

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

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

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

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

Communication avenues with staff

Our school recognise the importance of a positive parent/staff relationship. We encourage:

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

Important notices are placed on notice boards outside each classroom and occasionally sent home with your child.

Newsletters are produced following each parent meeting (twice a term) with information about what is happening in the school.

Parent meetings are held on a designated evening twice a term for your input and feedback.

Parent interviews are held in the year prior to your child starting preschool and when requested by either teacher or parent/carer during the preschool year.
Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights, and understandings, can be appreciated about a child’s individual developmental journey. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher.

**Hours of Operation:**

Gordon Preschool sessions operate from 9.15 am to 3.15 pm.
We operate on a 30 hour fortnight schedule and on enrolment each family receives a timetable of preschool sessions for the entire year.

**Enrolment procedures**

Children seeking to enter school at the preschool entry point should be four years of age on or before 30 April in that year.

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

**Early Entry and Early Intervention:** Early enrolment for children under compulsory education age is also available to children eligible for entry into Early Intervention (Special Education) programs and English as Second language programs. Children requiring Special Education support may be enrolled upon meeting certain eligibility criteria. An application may be made through the school counsellor or through the Student Support section of the Department. Full information will have to be provided to the Principal at the time of application. Further information is available on the Department’s website at [http://www.det.act.gov.au/](http://www.det.act.gov.au/)

**Voluntary contributions**

Public education is free. A school may offer or facilitate some specific optional items, activities and services for which parents may be asked to pay if they want their child to access them. Such activities may include excursions, incursions, class photos and fundraising events.

Schools do ask families to contribute a voluntary contribution to enable it to continue to provide a quality learning environment for our children.

Purchases rely upon the commitment and generosity of our parent community.
Participation of volunteers

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

To assist schools in providing a safe environment and a positive educational climate, volunteers are asked to comply with the Code of Conduct for Volunteers. This code of conduct has been formulated to clarify the type of conduct that is expected of volunteers when participating in programs and activities in ACT Government schools.

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

Contribution to decision making.

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

School Board

Each government school in the ACT is administered by a school board whose membership comprises the school principal, two elected staff members, three elected members of the parent body and a nominee of the Department of Education. Elected members normally serve for a two-year period.

The Board is the policy-making body of the School. Its major functions are to:

- determine the educational policies to be implemented at the School
- 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 Chief Executive (of the Department of Education) 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 Chief Executive 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 Chief Executive on matters relating to the School

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

Parents and Citizens Association
Gordon Preschool has its own Preschool Parent Committee. This committee meets to discuss what is happening at the preschool, address any concerns, organise fundraising activities and set a budget for the preschool.

The P&C plays an important role within the Preschool. Meetings are generally held twice a term and are advertised in the Newsletter and on notice boards outside each room. All parents are encouraged to attend the meetings. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves a fundraising function for the Preschool.

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, story telling, job skills etc.
• interacting with the daily program
• assisting with laundry
• working bees in the garden etc.
• joining the Gordon Primary School Parent Association

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. Children are asked to wait in the classroom until their parent or appointed carer is at the classroom door. Only then will the child be released by the staff.

Changes to Details
Please keep staff and the school informed of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers. However, please keep telephone calls to the preschool during session times for urgent matters only as it is disruptive to the program when staff leave the children to answer the telephone.
Medical condition management

Immunisation
The ACT Department of Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenzae type b). We would ask that you check your child's present immunisation status to see whether it is complete for his/her age. ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for students with infectious diseases is available. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

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

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

If a child is to take a prescription medicine while at school, written directions and medicine must be left with staff. Information on a child's health status eg epilepsy, diabetes, should be given on enrolment or on diagnosis. If the health problem is serious please provide an up to date photograph of the child so it can be placed on our Medical Alert board.

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

Food – Provision is made for the children to eat during the preschool session. Parents/carers are urged to provide children with healthy snacks and lunch which will enable the staff to assist in the development of lifelong healthy eating habits. All children will need their own drink bottle with water only. Please note: Gordon Preschool is a nut aware school due to the inclusion of students with life threatening anaphylactic allergic conditions. We ask that parents not send sweets, lollies, chips, chocolate, etc. A suitable lunch and snack could include a sandwich, left overs from dinner, fruit, vegetables, cheese and crackers, dried fruit & yoghurt. As we are unable to refrigerate the lunches a cooler brick is recommended, especially in the warmer months.

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

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

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

Information on hygiene procedures.

Staff, children and volunteers must adhere to the hand washing procedures.
All children are encouraged to wash their hands:
- On arrival
- Before and after eating or touching food
- After toileting
- After blowing their nose and wiping tears and dribbles
- When leaving the centre
All scratches and cuts must be covered.

Food safety tips for homemade lunches & snacks

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

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

Excursions are part of the educational program at Gordon Preschool. On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. walk to the shops. If children use any form of transport, parents will be advised in advance and asked to give permission, in writing, for the child to attend. The adult/child ratio is 1:5 on major excursions or less as required.

Emergency management procedures.

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

Child Protection practices

All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected physical and/or sexual abuse of children is a criminal offence.
Staff will deliver lessons to children in protective behaviour and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

Transitions

Your child is a member of the Gordon school community. By enrolling your child into Gordon Preschool unit your child will automatically move on kindergarten in our school. As with all transitions the staff will ensure that the move from preschool to kindergarten is successful. To do this we have implemented a transition program for our preschool children. This involves:

- visits to the school during the child’s preschool year
- a number of specifically organised transition sessions in term 4.

For more information about this topic please follow the link to this website for some handy hints:
Starting school - a guide for parents

Student Welfare and Management

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

Parent Support

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

- Parents guides, including electronic order forms
- A directory of local parenting services
- Upcoming community events and parenting courses
- Further readings in relation to the parent guides
- Links to other useful websites.
Concerns or complaints

If you have a concern about your child’s education please have a conversation with the preschool teacher. You are also welcome to make contact with the executive teacher in the primary school. Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at [http://www.det.act.gov.au/publications_and_policies/policy_a-z](http://www.det.act.gov.au/publications_and_policies/policy_a-z)
Diseases - Outbreak Procedures and Exclusion Periods

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

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

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of person with condition</th>
<th>Exclusion of persons in contact with condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Campylobacteriosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chicken pox (varicella and herpes zoster)</td>
<td>Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.</td>
<td>Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.</td>
</tr>
<tr>
<td>Conjunctivitis (acute infectious)</td>
<td>Exclude until discharge from eyes ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Cryptosporidiosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
| *#Diphtheria*                            | Exclude until—  
(a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and  
(b) a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Exclude family and household contacts until approval to return has been given by the Chief Health Officer. |
| Giardiasis                               | Exclude until diarrhoea ceases    | Not excluded                                  |
| *#Haemophilus influenza type b* (Hib)    | Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded                                  |
| Hand, Foot and Mouth disease             | Exclude if—  
(a) child is unwell, or  
(b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing. | Not excluded                                  |
<p>| <em>Hepatitis A</em>                            | 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                                  |</p>
<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclude until adequate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.</th>
<th>Not excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Leprosy</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>#Measles</strong></td>
<td>Exclude for at least 4 days after the rash appears.</td>
<td>(a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>*Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has commenced.</td>
<td>(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after lost contact with the index case.</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>Not excluded</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>Not excluded</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Exclude until effective treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>#Rubella (German measles)</strong></td>
<td>Exclude for 4 days after the appearance of the rash.</td>
<td>Not excluded 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>Condition</td>
<td>Exclusion Period</td>
<td>Exclusion Status</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
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</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>