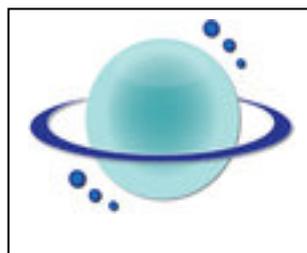




KINGSFORD SMITH
S C H O O L



 **Preschool Handbook** 



Your Interview time is:

If you cannot make this time, please call 6142 3399 and reschedule your meeting for another time.

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ACT
Government

Education and Training

Kingsford Smith School



INFORMATION FOR FAMILIES

Principal's Welcome

It is my pleasure to welcome you to the Preschool at Kingsford Smith School. Starting preschool is an exciting step for children and brings a set of changes not only into the child's life but also to that of the family. For all children there will be the discovery of new experiences, new friends, new feelings and new independence.

At Kingsford Smith School we believe if parents and teachers work in partnership the change that starting school brings can be productive, positive and fun. You are the first and most important educators of your children and as teachers we build on the foundations you have provided.

There is a growing pool of research that shows young children's learning can be enriched through play. In keeping with this we support children's learning and development through a combination of child-led and adult-led play based learning, as well as active teacher-led learning.

Please don't hesitate to contact us if you have any queries or problems. We want your child to have a wonderful start to his/her school life.

With good wishes

Jan Day

Principal



Contact Details

Education and Training Directorate Contact Details

- 13 2281 (62070494 TTY)
- www.act.gov.au

School Contact Details

- Principal: Jan Day
- Deputy Principal(Primary): Cindie Deeker
- Executive Teacher: Bec Smith
- Preschool Educators: Angela Myerscough, Corinna Mace, Rebecca Rowe, Sally Smithwick and Tracey Franks

- School Phone number: 6142 3399
- School Fax number: 6142 3428
- Preschool Unit phone: 6142 3407



Philosophy Statement

Our Vision

At Kingsford Smith School our students learn in a positive and engaging environment. They develop academic, social and physical skills that prepare capable, confident and contributing members of society.

Our Values

Harmony, Excellence, Respect, Optimism - HERO

Kingsford Smith School Vision and Mission Statement

Kingsford Smith School will strive to:

- Provide academically challenging and engaging learning for all students
- Use the Quality Teaching Framework in all aspects of learning practice
- Develop and facilitate a passion for the performing arts
- Utilise ICT as an integral tool in the learning experiences of students
- Empower students as learners and leaders in our community
- Develop learning pathways so all students can reach their vocational potential

Kingsford Smith School Preschool Unit Philosophy Statement

The **Kingsford Smith School** Preschool unit philosophy builds upon our school's vision statement and the principles from Early Years Learning Framework.

In our Preschool classes children are engaged in play-based learning. Children learn in a number of different ways and each at a vastly different pace. The program is specifically designed to cater for these differences and utilises both structured and unstructured play which promotes learning as fun, exciting and challenging.

Our aims are to provide opportunities for each Preschool child to:

- Develop social skills, interpersonal relationships and the fundamental life skills of team work and group interaction
- Promote a healthy self concept and self confidence to meet the challenges of learning
- Extend knowledge and skills
- Develop school readiness skills

Secure, Respectful and Reciprocal Relationships

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.
- Provide safe and stimulating environments for children.
- Build on children's prior learning and experiences to build continuity for their learning and development.

Partnerships

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
- Acknowledge the significance of transitions within and across early childhood services and schools, and ensure that children understand the process and have an active role in preparing for these transitions

High Expectations and Equity

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-led and adult-led play based learning, as well as active teacher-led 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

Respect for Diversity

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, identify and a connection to the land
- Build on children's interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development
- Recognise the connections between aspects of children's learning and development.

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 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.





Curriculum

A 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. Early childhood is a vital time for children to learn and develop. The Framework's vision is for all children to experience play-based learning which is engaging and builds success for life.

The Framework 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.

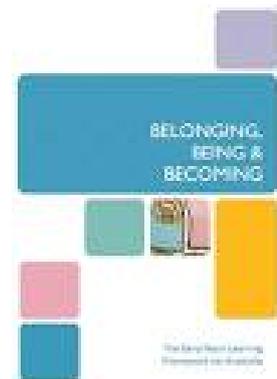
For a more in-depth look at this framework please visit:

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

Belonging, Being, Becoming

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 recognises the importance of a positive parent/staff relationship. We encourage:

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

Important notices are placed on the noticeboards outside each unit and on the community noticeboards.

Newsletters are produced weekly on a Thursday with information about what is happening in the school.

Parent interviews which include an orientation visit for students are held at the beginning of the school year and further interviews may be held as required throughout the year. Your input and feedback is welcome during these meetings.

Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights, and understandings into 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:

The Kingsford Smith Preschool operating hours are:

*4 Year Old Preschool - Monday, Tuesday and alternate Wednesdays **8.45am – 2.45pm** OR
Alternate Wednesdays and Thursday, Friday **8.45am – 2.45pm**

*Koori Preschool - Monday & Tuesday – **9.00am - 1.30pm**



Enrolment Procedures:

Children seeking to begin 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 are online www.det.act.au. To enrol, you will need to provide your child's birth certificate, immunisation details and proof of residence, ie. utilities bill, mortgage document, lease or tenancy agreement.

Early Entry and Early Intervention: Early enrolment for children under compulsory education age is also available to children eligible for entry into Early Intervention (Special Education) programs and English as 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/>



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, class photos and performances.

Schools do ask families to give 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.

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 (the Directorate) with respect to the meeting of those needs
- Determine the purposes for which funds made available for the School are to be expended
- Make recommendations to the 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.

Kingsford Smith School P&C

The KSS P&C plays an important role within the School. Meetings are advertised in the Newsletter. All parents are encouraged to attend the meetings. As well as its more official activities, the KSS P&C provides an informal meeting ground for parents and teachers and serves a fundraising function for the School.



Participation in Preschool Activities

Families are welcome to share their special skills, interests and diverse family cultures with the preschool.

Families are encouraged to participate in social activities to enable families to meet each other and form a sense of belonging to the school.

Families can help in the following ways:

- Sharing knowledge and expertise of craft, cooking, music, story telling, job skills etc.
- Interacting with the daily program
- Assisting with laundry
- Working bees in the garden etc.
- Joining the KSS CA



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. We understand that emergencies happen, please call the school if you are aware that you will be late to pick your child up in the afternoon. We will keep them in preschool until you arrive. Families must enter and exit via the red gates at the front entrance as this ensures the safety of everyone in our school community.



Changes to Details

Please keep the front office staff informed of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers. 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. Messages may be left with front office staff.



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

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

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

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

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: Kingsford Smith School is a nut aware school due to the inclusion of students with life threatening anaphylactic allergic conditions.*

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



Physical Activities

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

During the preschool sessions, your child will be involved with some hands on experiences both inside the classroom and in the outdoor area. These activities can, at times, be very messy. Please ensure your child is dressed appropriately so that they feel confident to participate in all the challenges provided throughout the session.



Sun-Safe Policy

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. Warm clothing including a coat and hat is required in winter. The children will be challenging themselves on the climbing equipment so sensible footwear and clothing appropriate for outdoor play 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 and Snacks

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

- Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse. Children should 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.
- 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.

- 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, 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. Please note we are unable to reheat food.
 - Healthy drinks, such as water and milk can be frozen overnight and then stored in your child's lunchbox, helping to keep it cold.



Excursions

Excursions are part of the educational program at Kingsford Smith School. 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.



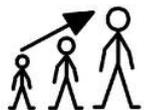
Emergency Management Procedures

The school has a policy on emergency evacuations and is required to practise evacuation procedures. All staff and children participate. Our emergency management procedure is on display in each classroom.



Child Protection Practices

All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected neglect, 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 Kingsford Smith School community. By enrolling your child into Kingsford Smith preschool unit your child will automatically move on to 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. For more information about this topic and some handy hints please make use of an online resource provided by The ACT Education and Training Directorate. The resource is called, "Starting school - a guide for parents". You will find this document by using the following internet address :http://www.det.act.gov.au/school_education/starting_school



Student Welfare and Management

At Kingsford Smith Primary School we appreciate 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, 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.



SCHOOL CONTACT DETAILS

- Principal: Jan Day
- Deputy Principal (Primary): Cindie Deeker
- Executive Teacher: Bec Smith
- Preschool Educators:
Angela Myerscough, Corinna Mace, Rebecca Rowe
Sally Smithwick and Tracey Franks

- School Phone number: 6142 3399
- School Fax number: 6142 3428
- Preschool Unit phone: 6142 3407

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



Diseases - Outbreak Procedures and Exclusion Periods

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

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

| Condition | Exclusion of person with condition | Exclusion of persons in contact with condition |
|---|---|---|
| Amoebiasis (entamoeba histolytica) | Exclude until diarrhoea ceases | Not excluded |
| *Campylobacteriosis | Exclude until diarrhoea ceases | Not excluded |
| Chicken pox (varicella and herpes zoster) | Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs. | Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary. |
| Conjunctivitis (acute infectious) | Exclude until discharge from eyes ceases. | Not excluded |
| *Cryptosporidiosis | Exclude until diarrhoea ceases | Not excluded |
| Diarrhoea | Exclude until diarrhoea ceases | Not excluded |
| *#Diphtheria | Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Exclude family and household contacts until approval to return has been given by the Chief Health Officer. |
| Giardiasis | Exclude until diarrhoea ceases | Not excluded |
| *#Haemophilus influenzae type b (Hib) | Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Hand, Foot and Mouth disease | Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing. | Not excluded |
| *Hepatitis A | Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded |
| Herpes (cold sores) | Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible. | Not excluded |
| Impetigo (school sores) | Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing. | Not excluded |
| Influenza and influenza-like illnesses | Exclude until well | Not excluded |

| | | |
|---|--|--|
| *Leprosy | Exclude until approval to return has been given by the Chief Health Officer. | Not excluded |
| *#Measles | Exclude for at least 4 days after the rash appears. | (a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG. |
| Meningitis (bacterial) | Exclude until well | Not excluded |
| *Meningococcal infection | Exclude until adequate carrier eradication therapy has commenced. | (a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case. |
| *#Mumps | Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner). | Not excluded |
| *#Poliomyelitis | Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | 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. |

| | | |
|------------------------------|---|--|
| *#Whooping cough (pertussis) | Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer. | Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner). |
| Worms (intestinal) | Exclude until diarrhoea ceases | Not excluded |





KINGSFORD SMITH

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