



Charles Conder Primary School

CHARLES CONDER P-6 SCHOOL

'Know the Child, Grow the Child'



Tharwa Preschool

INFORMATION BOOKLET

Welcome to Tharwa Preschool!

OUR VISION

Charles Conder Primary School's manifesto is embodied by **'Know the Child – Grow the Child'**. With students at the centre, our vision is to empower our students to learn and achieve, experiencing high quality teaching practices that promotes learning and wellbeing, equipping them with the knowledge, skills and dispositions for lifelong learning. Charles Conder Primary School has a strong commitment to providing a safe and respectful environment where positive relationships are fostered. Our strength lies in building collaborative partnerships between our students, staff, parents and the wider community to cultivate social wellbeing and academic achievement.

KNOW THE CHILD, GROW THE CHILD

At Charles Conder Primary School our community believes in the manifesto of *'Know the child, Grow the child'*. We incorporate a **holistic, inclusive and collaborative** approach to teaching and learning where students belong, feel safe and supported and have high expectations for success. Learning is student centred, differentiated, authentic and inquiry driven. Teachers analyse data to identify purposeful, personal learning goals allowing for targeted teaching and learning. Feedback and reflection facilitate ongoing learning, ensuring students feel empowered to take risks, extend their thinking and develop a growth mindset.

At Charles Conder Primary school every student is learning and achieving as part of a shared partnership between school and home. As a community we build healthy relationships through trust, respect, support and encouragement.

We Are Self-Managers

We can self-manage our learning and well-being.
We know ourselves as individuals, and work towards our personal goals in life and learning. We know we can continually improve by being reflective, responsible and resilient.

We Are Communicators

We can communicate thoughtfully and confidently for different purposes. We actively listen, respecting other people's views and share our thinking, developing empathy and compassion.

We Are Collaborators

We can work as part of a community to build positive relationships through a growth mindset, trust, support and a sense of belonging.

We Are Thinkers

We can think creatively and reflectively. We question and wonder about the world with an open mind, knowing that our thinking can change.

We Are Researchers

We can research by investigating problems, interests and current local and global issues, using a range of resources. We are curious and resourceful, thinking critically about information.

For more details about our school or for an appointment to discuss your child's individual needs, please ring the school on (02) 6142 0177 or email info@conderps.act.edu.au. You can also visit the school's website at www.conderps.act.edu.au or Facebook page.

CONTACT DETAILS

EDUCATION DIRECTORATE CONTACT DETAILS

Phone: 13 22 81 or (02) 6207 0494 (TTY)

Website: www.education.act.gov.au

SCHOOL CONTACT DETAILS

Charles Conder Phone: (02) 6142 0177

Tharwa Preschool Phone: (02) 6142 2863 / (02) 6237 5000

Email: info@conderps.act.edu.au

Website: www.conderps.act.gov.au

Principal: Jason Walmsley

Deputy Principal: Amanda More

Executive Teachers: Jane McAlpine and Nassim Rezakhani

Business Manager: Haley Websdane

Administrative Officer: Lauren Wood

All families will receive an email advising you of your child's teachers for the upcoming school year once enrolments have been confirmed and staffing has been finalised. Families will then be invited to attend an interview with their child's preschool teacher, where you can bring your child in to meet their teacher and you will receive an information pack with all of the information about our Preschool.

Hours of Operation: Monday: 9:00am – 3:00pm

Tuesday: 9:00am – 3:00pm

Wednesday: 9:00am – 12:00pm

Connect with us on  and 

At Charles Conder and Tharwa Preschools, our manifesto is embodied by **‘Know the Child, Grow the Child.’** With students at the centre, our vision is to empower our children to be equipped with the skills and dispositions for lifelong learning.

As Preschool educators, we are continually learning, reflecting and strengthening our professional knowledge and practice, to ensure that we can support our children to be happy, to grow and to flourish.

WHAT WE BELIEVE	WHAT WE DO
<p>We believe in fostering relationships with families and community</p> <p><i>Collaborative partnerships with families and communities</i></p>	<ul style="list-style-type: none"> ★ We consistently communicate with families and carers in person and also via phone, email, in newsletters and on Social Media. ★ We strive to develop and maintain productive partnerships with families ★ We include families in special events and have an open door policy ★ We welcome parents and siblings into the classroom at drop off and pick up times. We also welcome families in to visit, volunteer, guest speak and share knowledge ★ We aim to include different community members and community aspects in the program to enhance the children’s learning experiences ★ We welcome and seek feedback and suggestions from families and the community
<p>We believe in creating safe learning environments that inspire and spark enthusiasm in children</p> <p><i>Children’s health and safety & Physical environment Educational Program & Practice</i></p>	<ul style="list-style-type: none"> ★ We have flexible learning spaces and view the indoor and outdoor environments as equally important ★ The children’s ideas, interests and developmental needs inspire the learning spaces and experiences created ★ Sustainability is part of our everyday routine and the learning of sustainable practice is ongoing. It is modelled, investigated and encouraged. ★ Environments are maintained to a safe and hygienic standard ★ Active play is supported in all environments ★ Positive interactions and friendly mannerisms are valued ★ Natural materials are used and manipulated indoors and outdoors ★ We work alongside the Preschool P&C to support fundraising events and are supported by Charles Conder Primary School
<p>We believe in respecting children’s individuality and valuing their growth</p>	<ul style="list-style-type: none"> ★ We document children’s growth and experiences through written observations, personal portfolios and through verbal and written communication

<p><i>Educational Program & Practice</i> <i>Relationships with Children</i></p>	<ul style="list-style-type: none"> ★ We encourage children to express and develop their interests, skills and talents; we are non-judgemental and celebrate each child for who they are ★ We support all individual needs and requirements ★ We encourage children to contribute to creating learning environments and in learning experiences ★ We understand and respect cultural differences and include elements that are important to families in the program and environment
<p>We believe in happiness, the sound of laughter and having fun together</p> <p><i>Relationships with Children</i></p>	<ul style="list-style-type: none"> ★ We believe that every child should feel a sense of belonging and security at Preschool ★ We create activities of high interest and fun ★ We give children attention in positive, happy ways ★ We engage in play with children; we smile and laugh
<p>We are an important part of the school community</p> <p><i>Collaborative partnerships with families & communities</i> <i>Staffing Arrangements</i></p>	<ul style="list-style-type: none"> ★ We have respectful and friendly relationships with the staff and students in the Preschool through to year 2 classes ★ We plan excursions and events where students can network with the wider school community ★ We maintain consistent staff from Tharwa Preschool and Charles Conder Primary to ensure student-teacher familiarity, program consistency and quality teaching
<p>We believe in working as a team to plan for the Preschool program</p> <p><i>Educational Program & Practice</i> <i>Leadership and Management</i></p>	<ul style="list-style-type: none"> ★ Staff attend network meetings, committee meetings, regular professional learning sessions, Professional Learning Team meetings and weekly school staff meetings ★ Staff engage in daily discussions to reflect and plan to ensure we are meeting the needs of all children ★ We actively encourage families to have input into the program



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.

To make this process easier for those wishing to enrol or transfer, please use the *online enrolment/transfer form and parent/carer guide to enrolment/transfer for ACT public schools* located on the 'Enrol in an ACT Public School' section of the Education and Training Directorate website www.education.act.gov.au or www.conderps.act.edu.au.



If you have difficulty accessing a computer to complete the online enrolment form, please come to the school for assistance. A translator can be arranged should you require one. Please make an appointment on (02) 6142 0177.

Decision regarding offer of enrolment/transfer are made after the closing date.

To be eligible to enrol, you will need to provide your child's birth certificate, immunisation details and proof of residence such as a 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 and

Aboriginal and Torres Strait Islander programs. Children requiring Special Education support may be enrolled upon meeting certain eligibility criteria. Full information will have to be provided to the Principal at the time of application. Further information is available on the directorate's website at <http://www.education.act.gov.au/> or www.conderps.act.edu.au

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

At Charles Conder Primary School we call SEL, “behaviour education” and treat behaviour as a subject. We do not expect children to do well in it if they do not receive the appropriate and necessary education.

We are guided by the ***‘Play is the Way’*** program (PITW)



PITW uses:

- Physically interactive, games and activities that both require and develop personal and social capabilities as they are being played.
- Five guiding concepts that serve as a moral compass and help children to do what they believe is right and best to do. When embedded, these concepts prevent children from drowning in life and learning – hence, they are aptly called Life Raft concepts.
- An empowering self-reflective language that helps children to master their behaviour in preparation for a responsible life in a free and democratic society.
- Six key virtues that we call our Pathway to Empathy virtues. When understood, practised and habituated, these virtues result in people of strong character and empathy.

It is our belief that personal and social capabilities must be addressed in all learning areas and at every stage of a student's learning. This is only possible if students and teachers have a language, concepts and understandings that are applicable in all contexts. ***Play is the Way sees social and emotional learning as a tide that floats all boats.***

LIFE RAFT CONCEPTS

- Treat others as you want them to treat you.
- Be brave – Participate to Progress.
- Pursue your personal best no matter who you - work with.
- Have reasons for the things you say and do.
- It takes great strength to be sensible.



PATHWAY TO EMPATHY VIRTUES

- | | |
|--------------------------|----------------------------|
| ▪ Good Manners | ▪ Friendliness |
| ▪ Courage | ▪ Persistence / Resilience |
| ▪ Tolerance / Acceptance | ▪ Compassion |



PARENT SUPPORT

‘Parentlink’ 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.

www.parentlink.act.gov.au



CURRICULUM

The Early Years Learning Framework (EYLF) 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. These documents can be found here:

<https://www.acecqa.gov.au/ngf/national-law-regulations/approved-learning-frameworks>



The Early Years Learning Framework supports early childhood teachers and educators to extend and enrich children’s learning from birth to five years and through the transition to school. We 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 EYLF 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.

THE EARLY YEARS LEARNING FRAMEWORK

Learning outcomes for children birth to 5 years:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing

- Children are aware of and develop strategies to support their own mental and physical health and personal safety

Outcome 4: Children are confident and involved learners

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use digital technologies and media to access information, investigate ideas and represent their thinking



COMMUNICATION WITH STAFF

Our school recognises the importance of positive parent/staff relationships.

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.

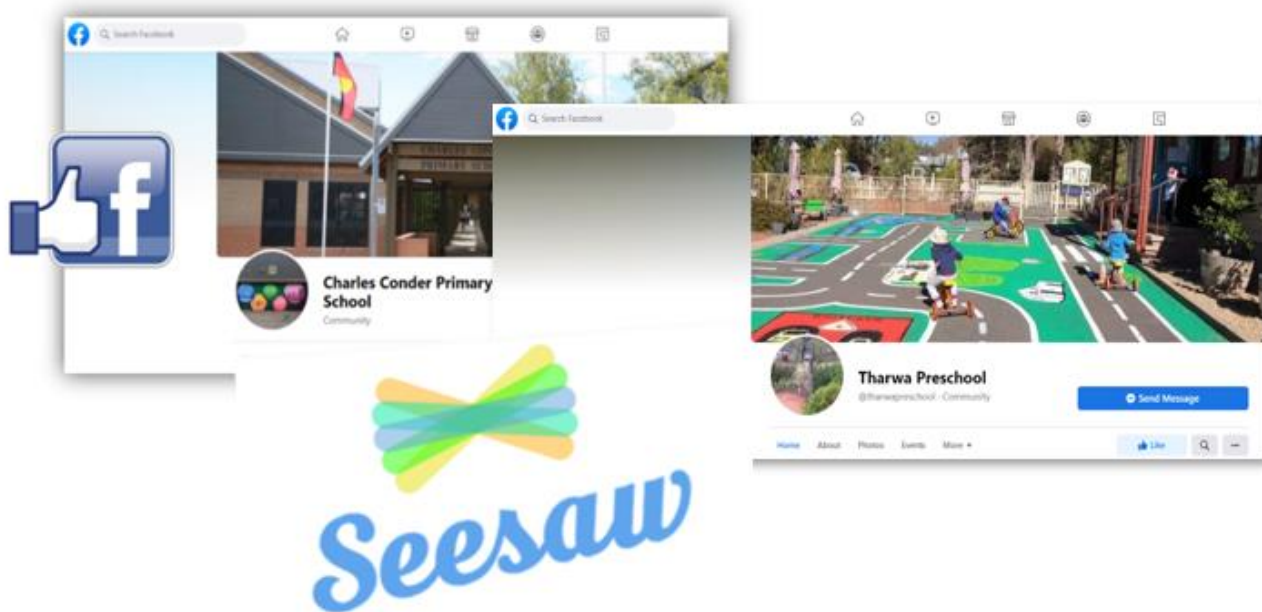
Important notices are placed in children's home pockets located outside each classroom. A Principal's Message is emailed to families periodically with information about what is happening in the school. P&C meetings are held twice a term for your input and feedback. Teachers appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights and understandings about children's individual development. If you have any questions or concerns, please do not hesitate to ask for an appointment with the teacher or provide feedback via our suggestion box located on the shelf/table outside the Preschool classroom.

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 a member of our school

Leadership team. Should the need arise, the ACT Education Directorate's Feedback & Complaints policy can be accessed at: <https://www.education.act.gov.au/support-for-our-students/complaints-feedback-and-enquiries>

Did you know that liking the 'Tharwa Preschool' and 'Charles Conder Primary School' Facebook pages and accessing the Seesaw app are also great ways to keep in touch with what's happening at our school?



CONTRIBUTIONS 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 of the school principal, two elected staff members, three elected members of the parent body and a nominee of the Education and Training Directorate. Elected members normally serve for a two year period.

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 the needs of the School in relation to the provision of buildings, facilities and equipment with teachers and other staff and make recommendations to the Chief Executive (of the Education and Training Directorate) with respect to the meeting of those needs
- determine the purposes for which funds made available for the School are to be expended
- make recommendations to the 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 (P-6)

The P&C plays an important role within the school. Meetings are generally held twice a term and are advertised in the Principal's Message. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves as a fundraising function for the School.

THARWA PRESCHOOL PARENT ASSOCIATION

Tharwa Preschool also has a Parent Committee which provides a forum for parents and organises fundraising events. All parents are encouraged to support the preschool and attend the meetings.

VOLUNTEERING AT THARWA PRESCHOOL

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.



Volunteers must:

- 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 cannot be delegated or transferred to others. Appreciate also that the principal is the spokesperson for the school.
- appreciate that students have rights and aspirations. Treat students with dignity and respect.
- observe confidentiality in respect of all information gained through your participation as a volunteer. All information held by schools should be handled with care. Some information is especially sensitive. Sensitive and/or personal information requires additional caution in the way it is treated. For example, volunteers should not discuss nor disclose personal information about students, staff or students' parents/carers to others.

- accept and follow directions from the principal/supervisor and seek guidance through clarification where you may be uncertain of tasks or requirements. You may need to familiarise yourself with the 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.

GENERAL INFORMATION

PARTICIPATION IN PRESCHOOL ACTIVITIES

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

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

Families can help in the following ways:

- sharing knowledge and expertise of craft, cooking, music, storytelling and job skills
- interacting with the daily program
- assisting with maintaining equipment (e.g. covering library books, inventory, sorting and organising equipment)
- participating in working bees
- joining the Charles Conder Preschool Parent Association



LIBRARY BAGS

The Preschool has an excellent library and families are welcome to borrow from the library. Each child requires a library bag to protect the books while borrowing.

DAILY ROUTINES

Morning:

- Put drink bottle into the tray.
- Put your lunch box in the lunch basket.
- Put your bag on your hook.
- Wash your hands.
- Do a puzzle, table activity or read a book.

End of Day:

- Parents/carers are asked to wait outside until the door is opened.
- Children remain in Preschool room until their name is called by Preschool staff.
- Children collect their mail from Home Pockets and pack their bags
- If someone other than a parent is collecting a Preschool child, they must sign the *Student Sign Out Register*.

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. Please inform Preschool staff if a different person will be collecting your child. This can be done verbally, via phone or in writing.



TRANSITIONS TO PRIMARY SCHOOL

Your child is a member of the Charles Conder Primary School community. By enrolling your child into Tharwa Preschool they will be registered in kindergarten at our school if your family reside in the Priority Enrolment Area for our school. We have an excellent transition program and children will have the opportunity to engage with the primary school staff and students during the year through a variety of learning experiences. These include participation in whole school events, attending and performing at assembly and a planned program of transition visits where they work collaboratively with Kindergarten students.



CHANGES TO DETAILS

It is important that the Front Office and class teacher are notified of **any changes** in family contact details such as new telephone numbers, email addresses and change of address. When notifying us of a change of address, proof of your new address must be provided. You can make changes to your details by emailing or phoning the Front Office or through the new Parent Portal.

MEDICAL MANAGEMENT

Immunisations

The ACT Government Health Directorate advises that all children attending school in the ACT should be immunised against Diphtheria, Tetanus, Whooping Cough, Polio, Measles, Mumps, Rubella and HIB (Haemophilus 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 children with infectious diseases is included in this handbook. 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 children who have an ongoing condition such as asthma, diabetes or epilepsy, must have a treatment plan completed by parents and their GP and handed in to the school. Plan proformas are available from the Front Office.



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

Preschool staff can only administer medication to a student with written permission on a *Request to Dispense Medication* form, from a parent/carer. Information on a child's health status, for example epilepsy, diabetes, should be given on enrolment or on diagnosis. If the health problem is serious, please contact the front office to discuss.

Head Lice are extremely contagious but easily eradicated. Children with either eggs or live lice may be excluded from school until they have been treated. Please report any cases of head lice to the School's Front 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: Charles Conder Preschool and Charles Conder Primary School is a **nut free** 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/>

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 face
- When leaving the Preschool
- All scratches and cuts must be covered.



EXCURSIONS

Excursions are part of the educational program at Tharwa and Charles Conder Preschool. Parents/carers will be asked to provide written permission for their child to attend excursions. The adult/child ratio is 1:4 on major excursions.

EMERGENCY MANAGEMENT PROCEDURES

The school has a policy on emergency evacuations and are required to practise evacuations procedures every term. Tharwa Preschool also has a Bush Fire Plan. All staff and children participate in regular drills to prepare for emergencies.

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. Throughout the year children will be involved in learning experiences to develop their awareness of protective behaviours.

CONTAGIOUS ILLNESSES

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, childcare 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 (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— (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
*# <i>Haemophilus influenzae</i> 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. (c) 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 childcare 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

FAMILY CONTRIBUTIONS AND RESOURCE PACKS

Public education is free, however in preparation for each school year, the school organises Preschool Resource Packs for each child which include all your child's educational resources such as literacy and numeracy resources, fine motor resources and art and craft supplies for the full year.

Our school is a community school, and as such has always enjoyed the support of our parents and carers, especially through the fundraising efforts of our P&C. The funds raised by our P&C have provided and continue to provide for social, environmental and educational projects. Your **Family Contributions** provide our school with additional funds to those received from the Directorate and allow us to enhance the educational programs and opportunities provided to our children. This year all Family Contributions were spent on a range of resources to support the learning of students across the school.

Resource Pack	\$60.00
Family Contribution (1 child)	\$60.00
Family Contribution (2 or more children)	\$120.00

Payments can be made using your credit/debit card via Parent Portal app or in person by EFTPOS at the Front Office.

We understand there may be economic pressure on many of our families. An instalment scheme continues to be available to assist families to pay smaller amounts through the year.

