

Welcome to Hawker School

Opened in 1976, Hawker School is a beautiful and unique learning environment in the ACT. Hawker has an open plan design which has the library at the centre of the school leading into spacious class units. The school was designed by a team of local architects and designers as an inclusive and flexible learning environment. Situated adjacent to Belconnen High School and Hawker College and with a Preschool in the grounds, Hawker Primary is positioned perfectly for productive links with all sectors of ACT education. The school is part of an active school cluster called the Hawker Collegiate.

The Hawker Collegiate is a cohesive, multi site P-12 learning community made up of Hawker P - 6 School, Belconnen High School and Hawker College. The Collegiate brings together and builds on the strengths of these schools, both commonalities and differences, to provide a unique educational opportunity based on the highest levels of professional practice. Programs are designed to attract enthusiastic and committed staff, and students who are seeking a high quality education tailored to their needs.

Contact Details

Education and Training Directorate Contact Details

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

School Contact Details

- Principal: Mandy Kalyvas
- Deputy Principal: Kathy Dawson
- Executive Teacher: Kate Greeney
- Preschool Staff: Matthew Wieden, Leonie Hicks, Diane Frawley

- School Phone number: 62057733
- School Fax number: 62057729
- School Email: info@hps.act.edu.au

- Preschool Unit phone: 62057951
- Preschool Fax Number: 62057951

- YWCA: 61759922 (Before and After School Care)



Philosophy Statement

Our Vision

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

Our Values

Support, Cooperation, Acceptance, Respect, Friendliness

Hawker School Vision and Mission Statement

The underpinning philosophy of the school established by the founding principal, Mr Al Leece still thrives today and embraces the loaves and the hyacinths principle in education;

'If of fortune be bereft and of thine earthly store hath left two loaves sell one and with the dole buy hyacinths to feed the soul.'

The loaves are about the core foundation skills; literacy and numeracy and the skills involved in learning. The hyacinths are about passion areas, creativity, curiosity and confidence. It is about happiness and responding to the joy of being alive.

At Hawker School we aim to provide a secure, caring and stimulating learning and working environment which is inclusive, values excellence and is responsive to the community.

We believe that within the policies of the ACT Department of Education, 'Early Years Learning Framework', 'Every Chance to Learn' and the Australian Curriculum it is our responsibility to design a school which is responsive to the demonstrated needs of our students and our community. We also believe that our programs should be underpinned with a set of core values. These values both protect our children and teach them the skills and attitudes they need for life as active citizens in local and global communities.



At Hawker school we take a consistent whole school approach to creating programs which:

- Value and acknowledge every child.
- Develop strong foundations in literacy and numeracy for every child.
- Promote academic excellence and learning enrichment.
- Develop quality relationships and resilience.
- Nurture a culture of peace and social harmony.
- Give children the opportunity to explore the creative arts.
- Develop life skills in fitness and sport.
- Equip children for their future in technology.
- Give children the opportunity to learn in a variety of ways.
- Engage children in critical and creative thinking.
- Expect children to do their best and strive to reach their potential.



Hawker Preschool Philosophy Statement

The Hawker Preschool philosophy builds upon our school’s vision statement and the principles from the Early Years Learning Framework.

Secure, respectful and reciprocal relationships

At Hawker preschool, 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 Hawker preschool, educators:

- Warmly encourage active participation and involvement by families.
- Provide support to families and connect them with external agencies when the need arises.
- 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 Hawker 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 Hawker preschool, 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 Hawker preschool, 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 informs our practice.
- Use evidence to inform planning for early childhood experiences and practice.

At Hawker School we provide services that include;

- **The ACT Education and Training Directorate**, which encourages learning through play, explicit teaching of Literacy and Numeracy, Environmental Education, Physical Education, The Arts, Science & Technology. Our teaching staff are fully qualified with an Early Childhood degree. Children's learning is supported by the early childhood band of the ACT Curriculum Framework, ***Every Chance to Learn***; the Early Years Learning Framework for Australia "***Belonging, Being, Becoming***" and the recently released Australian Curriculum.
- **YWCA** - The childcare program offers before school care from 7.30am to 9:00am and after school care from 3:00 – 6:00pm five days per week. If you require child care for your child please contact the YWCA directly or contact the front office for more details.
- **ACT Playgroup Association** offers two playgroup options at Hawker Preschool on a Monday and Tuesday. Phone 1800171882.

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 children receive 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 recognises the importance of positive family and 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 children, families and staff.

Important notices are placed on the preschool noticeboard or hard copies are provided to each family. School newsletters are produced every fortnight with information about what is happening in the School. Copies are emailed to families, whilst hard copies are provided to those without internet access.

Parent / Carer meetings are held as the need arises for input and feedback.

Get to Know You meetings for Preschool Families are held at the commencement of the school year.

Parent / Carer meetings are held throughout the year and include:

- Family and Educator meetings in June.
- Learning Journeys in Term 3.

Teachers appreciate the opportunity to talk with families both informally and in formal situations. This ensures valuable insights and understandings can be appreciated about a child's individual developmental journey.

However, teachers like to be able to give their complete attention to the children at the start of the day in order to settle the children quickly, so please avoid this time if possible. Teachers are always willing to make special times to speak with you. Parents can leave a message for the teachers to contact them, at a convenient time. Teachers appreciate knowing any changes at home, which may have an effect on children during their day at school. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher.



Hours of Operation

At Hawker School we provide 12 hours of preschool per week. We offer two preschool groups, Monday/Tuesday and Thursday/Friday each year on different days to accommodate the needs of families. Children may find the long day program from 9am – 3pm initially a bit tiring. We offer a flexible approach during the long, hot days of summer if parents wish to take their children home early. Our teachers will sometimes suggest this option if they feel that children are not managing.

Preschool commences at 9am. When the children arrive each morning, you are invited to spend some time doing a puzzle together to help them settle and give other children time to arrive. Sometimes children may be a little upset during the first few days, but within a few minutes of your departure they will have calmed down. (It is often more upsetting for parents and carers - you are welcome to contact the School for reassurance that your child is participating happily!).

The teachers like to establish a routine for school each day, so it is important that children are at school on time. Sometimes if the child is late it can be a little unsettling for them.

In the afternoons children need to be collected by a parent/carer or a family friend if prearranged at 3pm. If you are going to be late collecting your child please let us know by contacting the school on ph: 62057951.



Parents need to indicate on the **first day** the arrangements for collecting children at 3.00 pm. Please confirm any contact information with staff.

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 Hawker School. To be eligible to enrol, you will need to provide your child's birth certificate, immunisation details and proof of residence, i.e. 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, performances and class photos.

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

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



Participation of Volunteers

Volunteers have a special place at Hawker School 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 (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 organizations.
- 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

The P&C plays an important role within the School. Meetings are generally held twice a term and are advertised in the Newsletter. 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 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 Hawker School P & C 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.

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 (e.g. 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 e.g. 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. Please limit highly processed foods, those high in salt or sugar.

During the day children need frequent drinks. All children will need their own drink bottle with water only.

Group snack time starts at around 11am. Families are asked to bring a piece of fruit, vegetables or protein, such as cheese, to share with their class each day. There is a basket in which the fruit etc is to be placed each morning outside the room. (Please do not send nut products or food containing traces of nuts). The basket is then collected, the food cut and prepared then placed on trays. Children are able to serve themselves using tongs any time they wish during the snack period.

Children are required to bring a packed, healthy lunch to eat at 1pm. Please ensure their lunch is clearly labeled.

Please note: Hawker School is an allergy friendly and nut aware school due to the inclusion of students with life threatening anaphylactic allergic conditions. We ask that children to do not bring nuts or foods containing traces of nuts to school e.g. peanut butter sandwiches.

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

Physical Activities

Physical activity is very important for children so teachers 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 need to wear a legionnaire's style hat, which will be provided by the preschool. 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.

All scratches and cuts must be covered.

Excursions

Excursions are part of the educational program at Hawker Preschool. On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. walking in the community. 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 1:4 on excursions and parent helpers are required to assist in meeting these ratios.

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 Hawker School community. By enrolling your child at Hawker Preschool, your child will automatically be enrolled in kindergarten at 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:

- Weekly library sessions.
- School assemblies.
- Whole school special events.
- Informal visits to playground equipment and kindergarten rooms.
- Buddy class program.
- Formal orientation visits in term four.

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 Hawker School 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 valued for 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* 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 or principal at 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

Lost Property

Please name everything with permanent markers as staff will make every effort to locate lost items that are named. Ensure your child's name is clearly visible. Lunch boxes and drink bottles need to be named also. If the name washes off, please keep rewriting it. Labels are available for purchase at major retailers that will not come off easily.

School Bags

We strongly recommend that you buy a bag big enough for your child. It may look too big, but we can assure you that children have many things to carry in their bags including coats in winter. Also, teachers encourage children to put sweatshirts, lunch boxes and other belongings straight into their bags to avoid losing them, so their school bags need to be roomy.

Valuable Items At School

We ask that children not bring toys or other items to school, except for news, after which they must remain in school bags for safety. This prevents loss, damage and theft of much loved toys and possessions.

Money

All money sent to school for excursions etc is to be given to staff or the school front office in an envelope marked with your child's name, class, amount and what the money is for. Receipts will be issued once your payment is processed.



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 (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
*#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
*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