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**1. WELCOME TO YARRALUMLA MONTESSORI**

We would like to welcome you to the Yarralumla Primary School community. The first and most significant educators for your child are you, the parents. Your child is about to commence another significant stage in their educational journey with entry into Yarralumla Montessori and we are honoured that you have chosen to enrol your child in this special Montessori setting.

Yarralumla Montessori is part of Yarralumla Primary School, an Italian/English bilingual school, and we hope that your child will stay with us for the primary school years and share in the rich and rewarding experience of bilingual learning.

Marli Ayrton  
Principal
2. CONTACT DETAILS

<table>
<thead>
<tr>
<th>Education and Training Directorate</th>
<th>Yarralumla Primary School</th>
<th>Yarralumla Montessori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 6207 5111</td>
<td>Phone: 614 23251</td>
<td>Phone: 614 23267</td>
</tr>
<tr>
<td>Canberra Connect Phone: 13 2281 (62070494 TTY)</td>
<td>Facsimile: 614 23265</td>
<td>Green Room</td>
</tr>
<tr>
<td>Facsimile: 62059333</td>
<td>Principal: Marli Ayrton</td>
<td>Teacher: Julie Bassett (JB)</td>
</tr>
<tr>
<td><a href="http://www.act.gov.au">www.act.gov.au</a></td>
<td>Deputy Principal: Arianna Cansdell</td>
<td>Assistant: Angela Rennie</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Executive Teacher: Marli Ayrton</td>
<td>Pink Room:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher: Julie Dalgliesh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant: Kanthi Rajapakse</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Yarralumla Primary School Values</th>
<th>Education and Training Directorate Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity, Inclusion, Innovation</td>
<td>Honesty, Excellence, Fairness and Respect</td>
</tr>
</tbody>
</table>

3. YARRALUMLA PRIMARY SCHOOL VISION AND MISSION STATEMENT

Vision statement
We believe that ALL children have a right to develop, grow and learn in a society where each individual is valued and respected: where each individual in turn values, respects and contributes positively to others and the environment which we all share.

Aims of the School
The School aims to:
• foster each child’s positive self-esteem
• encourage an ability to contribute to the needs of others and the environment
• emphasise the importance of healthy bodies and physical skills
• develop each child’s skills in literacy and numeracy, in problem solving and creating, to the child’s fullest potential
• focus on learning as a joyous, discovery-oriented and lifelong process
• instil a questioning, responsible and cooperative approach to learning
• develop an understanding of change and an ability to cope positively with such change

Through:
• a warm, caring and safe school community
• a happy, stimulating and healthy environment
• the highest quality of teaching and learning opportunities for all children

4. YARRALUMLA MONTESSORI PHILOSOPHY STATEMENT

Introduction
Yarralumla Montessori is operated by Yarralumla Primary School as a small early childhood unit offering a Montessori-based Cycle One Program. Children who are turning 3 before April 30 are eligible to begin. They complete the program after three years. There are two multi-age classrooms (Pink and Green), each with 25 children, a teacher and an assistant. In the afternoons, the 5 year old children from each classroom work together in the extended day program (Red Group).

Yarralumla Montessori follows the educational philosophy of Dr Maria Montessori (1870-1952), whose aim was to promote the total development of the child. This includes the areas of social, emotional, intellectual, physical, cultural and spiritual development, so that the child will be better prepared for life and able to adjust to the changing conditions of their environment. The Montessori approach to education is child centred and is based on mutual respect and co-operation. Montessori education offers children the opportunity to realise their potential and seeks to promote:
• Self-confidence and self-esteem
• A sense of achievement and self-worth
• A sense of responsibility for themselves and their actions
• Independence
• A sense of security
• Tolerance
• Co-operation with others and a sense of community
• Respect for the rights and needs of others
• Concentration and persistence in completing a task
• Initiative and self-motivation
• Good work habits
• A joy of work and a love of learning
• Creative intelligence and imagination
• Ability to discriminate and judge

In order to achieve these goals, the Montessori environment is specially prepared to meet the needs of the child at each particular level of development. It is an ordered and secure environment, where the child feels free to explore and discover.

The Montessori curriculum is an integrated one where all aspects of a child’s learning (e.g. music, writing, reading, mathematics, science, art, craft, culture and physical activity) are presented as part of an interrelated whole. Many of the activities performed by the children at an earlier age are an indirect preparation for a later skill and the environment allows the discovery of new and exciting things about material often worked with throughout their developing years.

Great care is taken in the preparation of an environment tailored specifically to meet the child’s needs. Furniture and equipment are child-sized. Everything in the environment has a place. Activities are complete and attractive. Activities emphasise the process, not the end product. Although the Montessori program has definite structure, it is flexible and open to individual interpretation. Each Montessori classroom is unique, a reflection of the physical environment, the educator’s personality and the dynamics of a changing class group.

The Montessori classroom is a rich environment and provides a wealth of experiences through which children have the opportunity to acquire a range of social, emotional, physical and academic skills. Children will take advantage of these opportunities in different ways depending on their own interest, maturity, personality, home background and pace of development. During their time in the program, children have the opportunity to develop self-confidence, independence, responsibility, tolerance, concentration and a joy of learning. These, together with various academic skills, which they will also acquire, provide a firm foundation for their future learning.

Characteristics of Montessori Education

The Montessori philosophy of education is an attitude and approach to the child and to life. Its success for the child will, to a certain extent, depend on the degree of consistency and co-operation between the home and class. Self-confidence is encouraged through showing appreciation and acknowledgement of attempts and achievements without judging. Through the order and routine of both home and school environments the child will acquire a sense of security.

At school, children work spontaneously in a prepared environment. Within limits, they are free to choose their own work, work at their own pace and to move around and communicate with others in the classroom. The limits imposed are in relation to the collective interest and this means that children learn to have respect for the rights and safety of others and for the environment. This enables each child to enjoy the freedom that is offered, while displaying a developing self-discipline.

The classroom is a society in itself, fostering equal opportunity for all where the child can develop socially.

Classes have a vertical age structure, spanning three years. Younger children have the opportunity to learn by observation and absorption of the work of older children, while the older children also have opportunities to teach the younger ones, thereby acquiring a greater depth of understanding as well as greater confidence and competence.
Children work with concrete materials, which isolate important concepts and skills. Many of these materials are self-correcting. Activities are self-directed so that children have a sense of control over their own learning and are able to follow their own interests.

The Montessori approach is child centred and allows an unfolding of each child in an atmosphere of cooperation rather than competition, according to his or her own true nature. The role of a Montessori Educator is in constructively guiding children in their learning rather than teaching them.

**The Montessori Cycle 1 (3-6 year old) Program**

Children aged 3-6 years old have a strong sense of order and feel secure and confident in an environment based on routine. They love to work with concrete materials and perform real-life activities. Children learn through imitating and then by doing. They are more concerned with the process than the end result. Children have little sense of time and may continually repeat a task until the process is mastered. They are happiest working independently and at their own pace.

**Curriculum**

Children of approximately three years of age enter an environment which they explore and make their own. Activities include:

**Practical life** - These activities allow the child to continue to develop self-control and co-ordinated movement over tasks seen around the home. They are particularly important for the very young child as they help to satisfy the need for meaningful activity.

These activities support the development of abilities directed towards:
- Caring for the self-e.g. polishing shoes, doing up buttons;
- Care of the environment e.g. washing up, arranging flowers;
- Care of each other e.g. preparing and serving a snack;
- Control of movements e.g. pouring without spilling

Practical life exercises are fundamental to the whole program. They lay the foundation for later activities in other areas. The activities are done not only for their own sake but also to develop inner discipline, organisation, independence and orderliness of the classroom.

Maria Montessori introduced Exercises in Grace and Courtesy as part of Practical Life in reaction to the young child’s need for order. The child has a need to know and to absorb the social structures in order to be more at ease in his environment. Grace and Courtesy lessons give the child the vocabulary, actions, and steps required for him to build his awareness and responsiveness of those around him. This in turn gives the child a better sense of orientation in his social structure.

**Sensorial** - The activities in this area are designed to bring order to the wide range of sense impressions - sight, taste, touch, smell and sound - that the child has already received. These impressions provide a key to the environment, in bringing children to an awareness of differing qualities. In this way an external order is presented to the child, from which inner order can be built.

**Language** - Language development is an integral part of all activities in the classroom and involves all areas of the environment. Spoken language forms the basis for the child’s written work and later understanding of what has been written i.e. reading.

**Mathematics** - The program lays the foundation in maths concepts with concrete materials. The maths apparatus can take the child from an initial understanding of the meaning of the numbers 1-10, to a comprehension of the decimal system and all the way to the four processes of addition, subtraction, multiplication and division. The materials are designed to take children from a physical concept of numbers, through to an abstract level of understanding of mathematics.

**Culture** - This area is as wide and varied as possible. Activities give the child early experiences in arts, craft, music and movement, basic science, geography, history, fauna and flora.

**Outdoor** - An important part of a child’s development is their activity in the outdoor environment. The outdoor environment is an extension of the prepared indoor environment. Children extend their social skills through cooperative interaction. Concepts explored with classroom materials are applied to the wider outdoor environment (e.g. care of equipment, packing away, cleaning, and order). Love of nature and its fascination for
the young child are brought into the classroom from outside. A range of exciting outdoor play equipment fosters physical activity.

5. NATIONAL CURRICULUM INITIATIVES

A new, national early learning framework for children from birth to five years has been developed. The Early Years Learning Framework has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework’s vision is for all children to experience play-based learning that is engaging and builds success for life. Further details can be found at: 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 recognize 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.

The Montessori Early Years Learning Program reflects the national EYLF by providing learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations. However, instead of being play-based, the Yarralumla Montessori environment prepares the 3-6 year old child with motives for activity through which they refine their perception, movement and language, and become independent in everyday life. The extensive repertoire of meticulously designed Montessori materials and exercises offered to the children represent a learning program organized as an incremental progression of activities. Within this framework children are free to choose their own work, once they have been shown how to use the materials and how to do the exercises.

The correlation between the outcomes of the Early Years Learning Framework and the Montessori Early Years Learning Program is on display in each classroom and on the school notice board.

In addition to the Montessori Early Years Learning Program, we use the Montessori National Curriculum which is recognized by ACARA (Australian Curriculum, Assessment and Reporting Authority) as an alternative national curriculum framework.

6. YARRALUMLA MONTESSORI HISTORY

Yarralumla Montessori was established in 1982, but the history of the Montessori Method of education is a much longer one.

Maria Montessori graduated as the first Italian woman doctor in 1896. In 1906 she established a Casa dei Bambini (Children’s House) in a slum area of Rome and the 60 children who attended were called the "New Children" by the international media of the time. Until her death in 1952, Maria Montessori continued to develop her philosophy, lecture worldwide, train teachers and publish books. In 1912 the first Australian Montessori classroom was set up at Blackfriars School in Sydney and the philosophy began to be reflected in many schools throughout NSW and other states. The Montessori Method became part of the "Progressive Education" movement in Australia, though this declined during the war years. Montessori education re-emerged with a private Montessori school in Perth in the late 60s. In 1988, by which time there were 120 Montessori classrooms in Australia, the Montessori Association of Australia (MAA) was formed to represent state organisations and to promote Montessori education.

In Canberra in 1980, the Canberra Montessori Society (CMS) established two private classrooms and also gained support from the then ACT Schools Authority (ACTSA) for a government Montessori pre-primary school. With the approval of the Yarralumla community, two part-time preschools in the suburb were amalgamated to
provide one full-time neighbourhood preschool and a new government Montessori preschool in the MacGillivray Street premises, drawing from all over Canberra. A “Pilot Modified Montessori Program” was established for a two-year period, 1982-83. Careful evaluation by staff, education professionals, parents, CMS and the ACTSA resulted in a report approving the continuation of the program until the end of 1986. In response to one recommendation, the Parent Association raised $10,000 to build a garden-room extension.

By the end of 1986 it was clear that the Montessori program was an educational success and met popular demand for such a program within the government school system. However it did not operate within standard preschool costing. The ACTSA was of the opinion that the school could remain a Montessori environment with an enrolment of predominantly 4-year-olds (and no 3-year-olds) but the school community saw the vertical age grouping as essential to the operation of a Montessori pre-primary class. A 1987 interim enrolment procedure quickly proved unsatisfactory and, for 1988-89, a compromise was reached which came within standard costing. The school was designated an Early Childhood School with double overlapping classes including eight 3-year-olds, half of those being ‘special needs’ placements. The Parent Association also helped to host the inaugural MAA conference in Canberra. Renilda Montessori, the keynote speaker, came to visit our struggling little school.

By 1990 it was agreed that expansion into a second classroom would allow flexibility and help meet the needs of the increasing numbers on the waiting list. The Minister approved a proposal for co-location into premises at Yarralumla Primary School and a brief was prepared but there was a funding hitch. In 1991 the program continued to evolve and the year finished on a positive note with the indefatigable members of the Parent Association staging the first triumphant fete.

The campaign continued with many visitors including Departmental executives, politicians, academics and media. For 1994, as a temporary solution to OHS issues, the teaching position was altered to two half-time teachers. Finally, third time lucky, the relocation was passed in the Budget. The 1992 design studies were revived and a community tile-making day and many meetings and consultations were organised. The hours were changed to 8:45 – 2:30 for Red Group, better meeting the needs of children and parents.

In 1995, after many false starts, the school moved to the newly-renovated premises, though the bobcat had only just started on the grounds. The two new classrooms were completely equipped by the Parent Association and the garden room relocated. The Parent Association set up a cost-recovery Extended Hours Program (EHP).

In 1996, a Memorandum of Understanding between the Parent Association and the ACT Government formalised the concept of two core paid mornings for 3 year olds. To meet childcare license conditions, the parents built a $2000 side fence and in 1997, the garden design won an award from the NSW Institute of Landscape Architects.

In 2001, to assist with the comfort of children and staff, the Parent Association invested in coolers for each classroom. In 2003 the EHP ceased to operate as it was no longer financially viable.

In 2005, the hours for the 4 year old children were increased to 12 and, after many discussions, the 3 year old children’s core hours were increased to six hours to fall in line with session departure times. Parents of 3 year old children paid a cost recovery component to the Department of Education and Training (DET).

In 2007, we held our 25th year of operation celebrations and improved the sandpit with a wall and painted tiles.

In 2008, the Preschool Services section of the DET was dissolved and we were linked with Yarralumla Primary School. Cost recovery for staffing of the 3 year old component was now collected by the Parent Association and paid to Yarralumla Primary School.

In 2010, the Parent Association paid for and built a rock garden as part of the playground.

In 2011, the Education and Training Directorate granted Yarralumla Primary School an additional 8 staffing points to help fund the extra staffing necessary for a Montessori program.

2012 marked our 30th anniversary of operation. Over 30 years there have been many compromises made by the staff, Parent Association and the Department in seeking to evolve a sustainable public Montessori Cycle 1 School.
7. OPERATING HOURS

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>SESSIONS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 yo (Red Group)</td>
<td>Monday to Friday</td>
<td>8:45am to 2:30pm</td>
</tr>
<tr>
<td>4 yo</td>
<td>Tuesday to Friday</td>
<td>8:45am to 12:30pm</td>
</tr>
<tr>
<td>3 yo</td>
<td>Tuesday &amp; Wednesday or Thursday &amp; Friday</td>
<td>8:45am to 11:45am (12.30 pm Term 2)</td>
</tr>
</tbody>
</table>

On Tuesdays to Fridays, the morning session has 3, 4 and 5 year olds attending. In first term, the 3 year old children go home at 11.45am and at 12.30pm the 4 year old children go home. At this time, the 5 year old students combine to form one class (Red Group). One of the teachers then has a lunch break whilst the other is on class, and the assistants have some preparation time.

There is one full time teacher, one part time teacher and two part time assistants.

8. DAILY PROGRAM

<table>
<thead>
<tr>
<th>Monday (Red Group)</th>
<th>Tuesday to Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45am Children greeted at the door</td>
<td>8:45am Children greeted at the door</td>
</tr>
<tr>
<td>8:45am-12pm Formal extended day work includes: news, literacy, numeracy, cultural subjects, cooking and excursions</td>
<td>8:45-10:30am Children choose their own work 10:30-10:45am Group time – news etc. 10:45-11:30am Outside Play 11:30-11:45am Group time – big book etc. 11:45am 3 year olds farewelled; other children continue working 11:45am-12:30pm 4 year olds work on. Extended day work 5yo students.</td>
</tr>
<tr>
<td>12-2:30pm Lunch &amp; outdoor play Regular activities include: sewing, art and craft, hand bells, percussion, drawing, drama and music</td>
<td>12:30 4 year olds farewelled 12:30-2:30pm Lunch &amp; outdoor play for Red Group Extended day work for Red Group</td>
</tr>
<tr>
<td>2:30pm Red Group farewelled</td>
<td>2:30 Red Group farewelled</td>
</tr>
</tbody>
</table>

9. COMMUNICATION AVENUES WITH STAFF

Yarralumla Montessori recognises the importance of positive parent/staff relationships. We appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights and understandings about a child’s individual developmental journey can be appreciated. 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 School for the children, parents and staff.

Avenues of communication include:

- **The Notice Board** is the most important communication centre! It is worth reading every day. Increasingly we use **email** to inform parents of necessary information so it is really important to make sure we have the email address that you access every day! Please feel free to use email to advise us if your child is ill, different pick up arrangements, new contact details etc. Please make sure this information is sent before 8.30am if it is pertaining to that day.
- Important notices are placed in the children’s home pockets or sent via email.
- As Yarralumla Montessori is part of the Yarralumla Primary School community, the School Newsletter which is produced weekly contains a contribution from Yarralumla Montessori once or twice a term about what is happening in the classrooms.
- Parent meetings are held once per term for your input and feedback.
- Parent interviews for new students are held at the beginning of the school year in February before the children commence at Yarralumla Montessori. Information on a child’s health status eg epilepsy,
diabetes, should be provided at this meeting.

- Parents have the option of an interview in June.
- Written reports on student progress are provided in June and December for 4 and 5 year old students.

Feedback about Yarralumla Montessori can be provided through the program available on the information table at the entrance.

If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teachers. If you need to speak with staff about your child, please phone between 11am and 11.30am to make a mutually convenient time. Please do not speak in the presence of your child, especially when informing us that a child has complained of being sick. The end of session at 11.45am is not an appropriate time to have a discussion about your child as it is a very busy transition time.

It is important that Yarralumla Montessori has up to date parent and carer contact details, including email addresses, so that parents and carers can be promptly advised of any incidents, including injuries or the onset of illness.

10. PARENT INVOLVEMENT AT YARRALUMLA MONTESSORI

Parent involvement is essential in a Montessori setting. Not only does it enable costs to be kept down but allows parents to be more closely involved with their child’s learning and the school environment and thus becoming more aware of the unique aspects of a Montessori setting.

Parents are able to assist in many ways:
- with the outdoor environment, e.g. garden working bees, making sandbags, weeding and planting, repairing watering systems etc.
- being a committee member in the Parent Association
- fundraising activities, e.g. fete, cake stalls, art and craft fair, raffles etc.
- rosters – all families are required to participate in rosters (see below)
- parents with special skills in areas such as craft, drama, music, foreign language or culture may also become directly involved with the children by contributing these skills in the class. Apart from their possible use in specialist areas or helping out on excursions, parents do not generally take an active role in the classroom. Nevertheless, parents are always welcome to observe their children in the class, by arrangement with staff.
- special initiatives, e.g. submissions for grants, covering new books, co-ordinating and/or researching new resources etc.

Parent Association: The Parent Association usually holds meetings once a term. As a member of the Parent Association, you have the opportunity to become involved in decision making at Yarralumla Montessori.

At the annual general meeting each year (usually in February or March), a new committee is elected with the following positions available:
- President
- Vice President
- Secretary
- Treasurer
- Public Officer
- Purchasing Officer
- Roster Secretary
- Canberra Preschool Society Representative
- Fundraising/Social Committee
- Class Contacts

Functions: Functions take place on several occasions during the year. There is usually a welcome BBQ, an end of year Christmas BBQ, a fair every second year, the Red Group soirée for graduating students and their families in December and the children’s Christmas party for children only and Red Group parents. As Yarralumla Montessori is part of the Yarralumla Primary School community, Yarralumla Montessori families are welcome at events and functions organised in the Primary School.
Rosters: The rosters are organised by the Parent Association Roster Secretary. **There are 3 rosters that parents are required to sign up for:**

**Morning Roster** (two times per term per child) - where one parent from each classroom assists the staff during the morning session. Besides cutting up the fruit for the children and washing up it is an opportunity to observe your child at work in the classroom. When you are on morning roster, please check the action plans in the kitchen for food allergies before preparing fruit. From time to time, we have many different allergies including nut, egg, milk and fruit allergies. Please only bring younger siblings who are not mobile.

Adults on roster need to be sensitive about their voice level. In the Montessori environment, it is considerate behaviour to use a quiet inside voice while other people are working. Please make sure you set your mobile phone on silent and answer or make phone calls outside the building.

No siblings are permitted when you are on roster (younger or older) the exception being new babies who are not mobile. The expectation is that the baby will not be brought into the classroom. Please don’t feel you have to stay if your baby or Montessori child is upset.

**Phone protocol:** When on roster, please answer the phone when it rings. If it is an enquiry about Yarralumla Montessori, please follow the phone script which is displayed on the shelf above the table near the cleaning cupboard. Please don’t try to answer complicated questions. If it is a message from a parent, jot it down or see if one of the teachers is available.

**Laundry Roster** (once per year per child) – includes staff hand towels, tablecloths, tea towels etc. which are taken home to be washed. When returned, all washing needs to be folded and tablecloths must be ironed. Please ask where to put the clean washing away.

**Cleaning Roster** (once per year per child) – in order to maintain the integrity of the prepared Montessori environment, and to encourage sense of ownership and community, parents take turns to do the weekend cleaning. Keys are to be collected from a staff member and returned to a staff member as soon as practicable after you clean – the teaching staff will step you through the process. Please ensure you understand the security system prior to your roster duty! Please note that it is the adults’ job to do the cleaning. If you cannot arrange for your children to be minded, PLEASE ensure that they do NOT use Yarralumla Montessori materials or equipment and that they are supervised at all times, preferably outside.

**11. ENROLMENT PROCEDURE AT YARRALUMLA MONTESSORI**

To be placed on the waiting list for Yarralumla Primary’s Montessori program, please adhere to the following steps:

- complete the **online enrolment form for all ACT government schools** (the website opens at 12am on the first day of Term 2)
- The form does not differentiate between 3 and four year old enrolments of a Cycle 1 program, and will indicate that your child is a 'P'. The school will be able to determine the difference when checking birth dates.
- Select 3 year old Montessori Program at Yarralumla School (this is the first year of Cycle One (a three year program), also select this option if you are applying for a 4 year old spot)
- ACT Education Directorate will then send an email response to confirm receipt of the enrolment application, after which it is then forwarded to Yarralumla Primary's Principal and Montessori teachers to confirm placement on the waiting list
- Please refer to the **Enrolment section under the 'Our School' drop down menu** for further enrolment information and how to access the enrolment form.
- Criteria for entry into Cycle 1 are based on a number of factors. These criteria include:
  - Commitment to the Montessori philosophy
  - Availability of places
  - Attendance of siblings currently or siblings previously who completed the full Cycle 1 program (3 years)
  - Maintaining a gender balance
  - Maintaining an age group balance
  - Date of application for enrolment
  - ACT residents get priority placement
  - Age (cutoff date for 3 or 4 year olds is April 30)

If parents are offered a position for their child, they need to produce the following documentation at
the Montessori villa for confirmation of their child's placement:

- Original copies of their child's birth certificate or passport
- A rates notice or equivalent to show place of residency
- The child's immunization records

If a sibling has been withdrawn prior to the completion of the full Cycle 1 program, there will be no sibling priority given.

First offers of place are made in Week 2 of Term 3 each year. Subsequent offers are made as a place becomes available.

We encourage prospective parents to make an appointment to observe (without their child) a session in progress in Term 2, 3 or the first 5 weeks of Term 4. Observation sessions take place between 9am-10.30am, Tuesday to Friday mornings.

**Accepting an offer of place:** When a formal offer of a position in Yarralumla Montessori is made this should be accepted in writing within two weeks of notification. If the position is not taken up, the child’s name may be removed from the waiting list.

**Conditions for acceptance of 3 year old place:** That the child will complete the entire program unless exceptional circumstances intervene and that cost recovery fees are paid by the term, in advance.

**Commencement date for 3 year old students:** The starting date for students in their first year is dependent on their date of birth. Nation-wide staffing ratios mean that students may not start at Yarralumla Montessori until they have turned 3 years old. Parents must, however, pay the first term cost recovery fees regardless of when their child begins in order to hold their place. Cost recovery fees will be adjusted in Term 2 to reflect actual starting dates.

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### 12. FEES, INCLUDING COST RECOVERY, AND VOLUNTARY CONTRIBUTIONS

**Fees in the first year** (3 year old) – Children attend two consecutive core mornings per week, Tuesday/Wednesday or Thursday/Friday, 8.45am to 11.45am. Parents are required to pay cost recovery fees for this year. This cost recovery fee supports the 3yo program (which is an integral part of Montessori Cycle One) as it is not funded by the ACT Government.

A full term’s cost recovery fees are required to be paid prior to the child’s enrolment interview. As there is a staggered intake, adjustments will be made to cost recovery fees in the Term 2 invoice. A child’s continued enrolment is dependent upon cost recovery fees being paid in advance each term.

An invoice will be generated prior to the beginning of each subsequent term for payment. If the fees are not paid, the child’s enrolment will be immediately terminated for non-payment. Fees for children commencing part way through a term will be calculated on a pro-rata basis. Parents are not asked to pay voluntary contributions in the 3 year old year.

**Voluntary Contributions:** Schools ask families to contribute a voluntary contribution to provide a quality learning environment for their children. Preschool age students are only partially funded by the Government – for example, the Government contribution does not provide funds for books, puzzles, sports equipment, coloured paper, paint, craft materials, ingredients for play dough or cooking, musical instruments, resources for creative play and similar resources necessary for a rich and varied play-based program. The commitment and generosity of our parent community ensures that we function effectively and provide a quality educational program.

**Second Year** (4 year old) – Children attend four core mornings per week, Tuesday to Friday 8.45am to 12.30pm. This is equivalent to the mainstream Preschool year which is currently 15 hours per week. Voluntary contributions are set by the School Board. There is a discount if a full year is paid in advance.

**Third Year** (5 year old - Red Group) – Children attend 5 days, Monday to Friday from 8.45am-2.30pm. This is equivalent to the mainstream Kindergarten year. It is the culmination and consolidation of their First Cycle of Montessori where children become leaders and role models for the younger children. Voluntary contributions are set by the School Board and there is a discount if a full year is paid in advance.

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### 13. PARTICIPATION OF VOLUNTEERS

There is a long-standing and positive relationship between volunteers and Yarralumla Montessori and volunteering is welcomed and encouraged. In general, the volunteers at Yarralumla Montessori are members of the students’ families.
Schools are under an obligation to protect the rights of students to work and learn in a safe and well-organised environment. For this reason, it is a government requirement that volunteers complete a Volunteer Nomination Form before commencing volunteering and complete the form again annually. All Yarralumla Montessori parents are asked to complete the Volunteers Nomination Form. The form must also be completed by other family members, such as grandparents, who might be interested in volunteering during the course of the year.

In addition, many volunteers also need to obtain a Working With Vulnerable People registration. The Working With Vulnerable People registration is required for volunteers who are likely to be volunteering on more than four occasions in a month or seven occasions in a year at all ACT schools and preschools. The Working With Vulnerable People registration is free and the form is to be submitted at an ACT Government Shopfront.

Whilst volunteering at Yarralumla Montessori, volunteers are covered by ACT Government insurance arrangements. They must comply with the Code of Conduct for Volunteers (see below), sign in and out for each visit and carry at all times their Working With Vulnerable People card (if they have one). Volunteers must also advise the one of the teachers or the Principal of any injuries or incidents.

Whilst these requirements could be viewed as being onerous, most families understand that these are necessary steps to meeting the School’s obligation to provide a safe and well-organised Yarralumla Montessori experience for our students. Please do not be put off by these requirements. Your participation as a volunteer during your child’s Montessori years will undoubtedly be a source of great pleasure to both your child and you, and will contribute in a substantial way to the quality and richness of the Yarralumla Montessori program.

Volunteers are required 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 volunteers 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 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 staff and seek guidance through clarification where there is uncertainty regarding tasks or requirements. Volunteers may need to become familiar with the Directorate’s policies and guidelines on particular issues.
- Observe safe work practices which avoid unnecessary risks, apply reasonable instructions given by the staff and report to the staff or school administration any hazard or hazardous practice in the workplace.
- Report any problems as they arise to the staff including incidents, injury or property damage.
- Avoid waste or extravagance and make proper use of the resources of Yarralumla Montessori.

14. CONTRIBUTING TO DECISION MAKING

Families are welcome to contribute to the decision making processes of Yarralumla Primary School and Yarralumla Montessori through the School Board and the Parent Association.

School Board: Each government school in the ACT is administered by a School Board whose membership comprises the 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. Currently, the Board has appointed an observer to represent the interests of the Yarralumla Montessori parent community. 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, including Yarralumla Montessori.
- 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 Director-General 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, including Yarralumla Montessori, are to be expended.
• Make recommendations to the Director-General 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 Director-General on matters relating to the School.

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

Parent Association: Please support our Parent Association by volunteering for positions on the committee and/or supporting those parents who do so. The Annual General Meeting is held in conjunction with a Welcome BBQ early in the school year.

15. DELIVERY AND COLLECTION OF CHILDREN

If someone else is collecting your child, it is a legal requirement that we are informed in writing or email, and make sure that the carer is aware of routines - especially the pickup times. We also need all their contact details.

Please do not enter the building before the staff opens the door in the mornings at 8.45am. It is also preferred that you wait with your child in the car if you are early so they stay calm. Parents must bring their child to the veranda and wait until the staff invites the children to enter as no before-class supervision is provided.

Please be prompt to pick children up at the end of session - 11.45am for 3 year olds, 12.30pm for 4 year olds or 2:30pm for 5 year olds.

If the children are in the playground when you arrive to collect them, please wait until the children have gone inside before entering the gates (unless you are picking your child up early for a medical appointment or helping with washing up if we’ve had no one on roster etc). Please wait on the veranda for your child to be farewelled from the classroom. If you are late, your child will be taken to either Green Room or Pink Room to wait with an assistant. Delays in picking up prevent the assistants from undertaking their preparation and children are often upset and hungry.

For safety reasons, please do not allow your child to move any outside equipment after the completion of their session.

Please do not play in, or use equipment on the Yarralumla Preschool’s grounds before or after session.

To ensure the safety of our students, only adults are to open the gate; please only let your own child out with you.

After school childcare can be arranged through the Aeoncademy for students in Red Group. Aeoncademy is a private childcare provider that operates out of the Yarralumla Primary School premises. It offers an arts-based program and will collect Red Group students from Yarralumla Montessori at 2:30pm. Enquiries should be directed to 6205 5750 or www.aeoncademy.com.

16. PREPARATION FOR ENTRY TO YARRALUMLA MONTESSORI

To reduce any anxiety on the initial days of your child’s attendance at Yarralumla Montessori, please bring your child to the classroom after 9 o’clock so that they are not walking into an empty classroom. Please wait at the veranda door and leave quickly after handing over care. We recommend that you discuss and rehearse this routine before your child starts. If you’re concerned that your child is upset, we suggest that you telephone after half an hour to check.

Rosters: Please do not sign up for classroom rosters before your child has settled in. Ask your child’s teacher for guidance.

Toileting: It is expected that all children are toilet trained. Toilet training issues need to be discussed with the classroom teacher before commencement. Please discuss with your child toileting expectations, e.g. don’t go in the garden and flush the toilet at school.

17. CHANGES TO DETAILS

Please advise the Yarralumla Montessori staff of any changes to address, email addresses, home/work
telephone numbers, child care arrangements, medical information and emergency contact phone numbers. However, please keep telephone calls to Yarralulma Montessori during session times for urgent matters only as it is disruptive to the program when staff leaves the children to answer the telephone.

18. MEDICAL CONDITION MANAGEMENT

**Immunisation:** The ACT 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 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.

**Allergies/ anaphylactic children:** Action plans are required for significant medical conditions.

**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 for ACT residents. All students who have an ongoing condition (e.g. asthma, diabetes, epilepsy) must have a treatment plan with an up to date photograph of the child completed by parents and their GP and lodged at Yarralulma Montessori. Plan pro formas are available from Yarralulma Montessori.

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

**Prescription medication:** If a child is to take a prescription medicine while at school, written directions and medicine must be left with staff. A permission form to administer the medication must be completed (see example). Information on a child’s health status e.g. epilepsy, diabetes, should be given on enrolment or on diagnosis.

**Head lice:** Because 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 staff.

All scratches and cuts must be covered before the child comes to school each day.


19. APPROPRIATE CLOTHING

As physical activity is very important for young children, early childhood educators provide opportunities for structured and unstructured physical activity. During Yarralulma Montessori sessions, your child will be involved with some hands-on experiences both inside the classroom and in the outdoor area. These activities can, at times, be very messy. Please ensure your child is dressed appropriately so that they feel confident to participate in all the challenges provided throughout the session.

In keeping with the sun safe policy, children will need to wear either a legionnaires or wide brimmed style hat in all months except June and July. We suggest that you leave a sun safe hat at Yarralulma Montessori on your child’s peg. 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 (usually on the veranda or in the sandpit). In the warmer months please apply sunscreen to your child or all year if you feel this is necessary. If your child is confident in applying roll-on sunscreen you could leave this in their bag so that they could apply it as needed. Singlets are not appropriate attire.

A warm coat and hat is required in winter. In June and July, children may wear a beanie instead of a sun safe hat to keep their heads warm.

The children will be challenging themselves on the climbing equipment so sensible footwear is essential and
long dresses and skirts can be dangerous. Sensible supportive shoes are necessary - thongs or beach shoes like crocs or slip-on sloppy shoes are not appropriate for Yarralumla Montessori as children need shoes that support their feet properly for running and climbing. Gumboots stay outside, in which case a second pair of shoes needs to be worn inside.

Please label all of your child’s clothing and pack a change of clothing (including undies and socks) in your child’s bag. Dummies, bottles, nappies etc. stay at home.

20. OUTSIDE RULES
- keep people safe
- look after people’s feelings
- rocks, sand, tanbark stay low
- put sticks in the garden bin
- walk on the cement
- walk on the stepping stones
- walk in the rock river
- look after birds and plants
- stay off high bollards
- only sit on bollards in the leaf courtyard
- adults only open gates
- adults only go in the shed
- dogs not allowed
- playground equipment may not be moved
- bikes, scooters, skateboards etc may not be ridden on school grounds

21. HYGIENE PROCEDURES
Staff, children and volunteers must adhere to the hand washing procedures. All children are encouraged to wash their hands:
- Before and after eating or touching food
- After toileting
- After blowing their nose and wiping tears and dribbles

22. EATING AT YARRALUMLA MONTESSORI
Provision is made for the children to eat during the session. All children are to bring a piece of fruit or a vegetable for the fruit basket each day they attend, including Red Group and especially on Mondays. All children will need their own clearly labelled drink bottle with water only. We make scones and baked bread for additional snacks.

Parents/carers are urged to provide Red Group children with a healthy lunch which will enable the staff to assist in the development of lifelong healthy eating habits. Lunch for Red Group is at 12:30pm. In the event that a child with a severe allergic reaction, e.g. anaphylaxis, attends Yarralumla Montessori, all parents will be asked not include foods that cause the allergic reaction in children’s lunches.

Healthy lunches are important for children and help with their concentration and learning. School lunches however are susceptible to food poisoning, especially in the summer heat. Parents and carers are reminded of a few simple food safety rules to prepare safe and healthy school lunches and avoid the growth and contamination of food poisoning bacteria.
- Before handling food, wash hands with soap and warm running water and dry thoroughly. Lunch boxes and eating utensils should also be washed thoroughly before reuse. Children should also be encouraged to always wash their hands before eating.
- Foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day’s lunch. Suitable foods to freeze are: bread, cooked meat, cheese, baked beans or vegemite.
- Because food is normally stored in a child’s lunch box for several hours, the lunch box needs to be kept cool. This can be done by:
  - Choosing an insulated lunch box or one with a freezer pack, or include a wrapped frozen water bottle to keep the lunch box cool
  - Perishable foods such as dairy products, eggs and sliced meats should be kept cool and
eaten within about four hours of preparation. Don’t pack these foods if just cooked; first cool in the refrigerator overnight.

- If including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen iceblock into the lunch box
- Water can be frozen overnight and then stored in your child’s lunchbox, helping to keep it cold.
- Make sure that while at Yarralumla Montessori, children keep their lunches in cool places and away from direct sunlight and other heat sources that facilitate the development of food poisoning bacteria.

Traditionally, we celebrate birthdays in the Montessori way. On the occasion of your child’s birthday (or close to the date) please provide 25 individual cakes/muffins for their class. Invitations to private parties should be done away from school please to save hurt feelings. NO invitations in home pockets please! If you are concerned that eating another child’s birthday cake may exacerbate your child’s food allergies, please bring along a few cupcakes for your child which we will place in the freezer and bring out for these special occasions.

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

23. EMERGENCY MANAGEMENT PROCEDURES

The school has a policy on emergency evacuations and is required to practise evacuation procedures. All staff and children participate. Emergency evacuation drills are practised each term and a record kept on file. In addition to this, the emergency alarms are tested on a regular basis.

24. 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.

For privacy reasons, video cameras are not to be used at Yarralumla Montessori.

25. STUDENT WELFARE AND MANAGEMENT

We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and valued. The school provides information on Montessori methods for conflict resolution and discipline and positive behaviour guidance that outlines the steps for addressing student welfare and management issues.

26. TRANSITION TO PRIMARY SCHOOL

Your child is a member of the Yarralumla Primary School community. By enrolling your child into Yarralumla Montessori your child has the opportunity to move on to our School. As with all transitions, the staff will ensure that the move from Yarralumla Montessori to the primary school is successful. To do this we have implemented a transition program for our students. This involves twice weekly Italian language lessons at Yarralumla Montessori and visits to both the Italian and English Year 1 classrooms each term from term two onwards.

27. PARENT SUPPORT

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.

28. CONCERNS OR COMPLAINTS

If you have a concern about your child’s education please have a conversation with the child’s teacher in the first instance. You are also welcome to contact the Early Childhood Executive Teacher at Yarralumla 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

29. DIRECTORATE POLICIES

To view Education and Training Directorate policies visit http://www.det.act.gov.au/
APPENDIX 1: RECORD OF ADMINISTRATION OF MEDICATION

RECORD OF ADMINISTRATION OF MEDICATION

Student: ___________________________  Date: ______________________

Insert written request for administration of medication here:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Dosage</th>
<th>Signature of person administering</th>
<th>Signature of witness</th>
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**APPENDIX 2: DISEASES - OUTBREAK PROCEDURES AND EXCLUSION PERIODS**

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

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

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of person with condition</th>
<th>Exclusion of persons in contact with condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td><em>Campylobacteriosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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</tbody>
</table>
| 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 influenza type b (Hib)*          | Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease. | Not excluded                                 |
| Hand, Foot and Mouth disease                   | Exclude if—  
(a) child is unwell, or  
(b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing. | Not excluded                                 |
<p>| <em>Hepatitis A</em>                                  | Exclude for at least 7 days after the onset of jaundice and a certificate is provided | Not excluded                                 |</p>
<table>
<thead>
<tr>
<th>Illness / Conditions</th>
<th>Exclusion Period</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herpes (cold sores)</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>#Measles</td>
<td>Exclude for at least 4 days after the rash appears.</td>
<td>(a) Immunised contacts not excluded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.</td>
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<td></td>
<td></td>
<td>(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.</td>
</tr>
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<td></td>
<td>(d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>#Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has commenced.</td>
<td>(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer.</td>
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<td></td>
<td>(b) Otherwise, excluded until 10 days after last contact with the index case.</td>
</tr>
<tr>
<td>#Mumps</td>
<td>Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).</td>
<td>Not excluded</td>
</tr>
<tr>
<td>#Polioymelitis</td>
<td>Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease</td>
<td>Duration of Exclusion</td>
<td>Not excluded?</td>
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<td>----------------------------------------</td>
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<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Exclude until effective treatment has commenced.</td>
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<tr>
<td>Rotavirus</td>
<td>Exclude until diarrhoea ceases</td>
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</tr>
<tr>
<td>*#Rubella (German measles)</td>
<td>Exclude for 4 days after the appearance of the rash.</td>
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<tr>
<td>*Salmonellosis</td>
<td>Exclude until diarrhoea ceases</td>
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</tr>
<tr>
<td>*Shigellosis</td>
<td>Exclude until diarrhoea ceases</td>
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<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.</td>
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<tr>
<td>*Tuberculosis</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
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<tr>
<td>*Typhoid and paratyphoid fever</td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
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<tr>
<td>*#Whooping cough (pertussis)</td>
<td>Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer.</td>
<td>Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude until diarrhoea ceases</td>
<td></td>
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</tbody>
</table>

# These diseases must be notified by the school principal to the Medical Officer of Health.
* These diseases must be notified by medical practitioners to the Medical Officer of Health.