

early learning centre handbook 2024

table of contents page

welcome to the early learning centre	4
influences on our philosophy.....	4
philosophy of early learning	5
the elc program.....	6
directory	6
elc team 2024.....	6
semester and term dates 2024.....	6
elc children's groups	7
before-elc care	7
after care	7
session times	7
enrolment requirements	8
daily arrival and departure.....	8
clothing and belongings.....	8
settling a child	9
food and drinking water	9
allergies and anaphylaxis.....	9
illnesses and accidents	9
medication.....	9
immunisations.....	10
maintenance of records	10
sun protection.....	10
excursions	10
birthdays.....	11
photographs	11
parent participation	11
communication between home and the elc.....	11
policies.....	12
useful resources	12
regulatory authority.....	13
infectious diseases exclusions table	14
dobsons opening hours.....	15

welcome to the early learning centre

We are delighted to welcome you to the Ballarat Clarendon College Amanda B Plush Early Learning Centre (ELC). We look forward to nurturing strong relationships with both your child and family and a sense of belonging for all members of our community.

At the ELC, we recognise that kindergarten is a unique stage in a young child's development where the child will develop an increased awareness of self and their place in the world. This is a time of enhancing their understanding of who they are and providing them with the time to *be*.

Through a play-based program that is developmentally appropriate and both child and teacher initiated, we provide opportunities for individuals to develop skills across all areas by engaging in a range of stimulating activities and learning experiences. The child is encouraged to reach out in their learning, participating actively and fully, to embrace their potential and the opportunity to *become*.

The Head of ELC and the wonderfully dedicated and caring team of educators strongly believe in trust and respect for everyone involved in the child's educational journey. A Bachelor-qualified kindergarten teacher staffs each room with at least one Diploma-qualified co-educator. All the educators are committed to continuously reflecting on their teaching practice and making improvements accordingly. They are involved in regular professional development meetings and keep up-to-date with the latest research on best teaching practices.

Each day, the educators and co-educators work together to ensure that children are:

- aware of their surroundings and develop a respect for their environment;
- responsible members of the communities they live in;
- provided with multiple oral language experiences throughout the day which develop, support and extend them in their learning;
- given opportunities for differentiated instruction (individually or as part of a group) in order to meet the needs of each learner;
- engaged in authentic (real life) writing and reading every day (for example, when writing a note for visitors or reading a letter received);
- engaged in mathematical problem-solving experiences (for example, during block building); and
- open and receptive to receiving oral descriptive feedback, which builds on their strengths, so that they understand how to use the given feedback to improve and broaden their skills and abilities.

influences on our philosophy

Ballarat Clarendon College ELC upholds the Early Years Learning Framework (EYLF) 'Belonging, Being and Becoming' which informs, in turn, the Victoria Early Years Learning and Development Framework (VEYLDF). The key components of the EYLF are:

Belonging

Experiencing *belonging* – knowing where and with whom you belong – is integral with human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges interdependence with others and the basis of relationships in defining identity. In early childhood, and throughout life, relationships are crucial to the sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Being

Childhood is a time to be, to seek and make meaning of the world. *Being* recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves in the present and building and maintaining relationships with others, engaging in life's joys and complexities and meeting everyday life challenges. The early childhood years do not solely prepare for the future, but are also about the present.

Becoming

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

The frameworks convey the highest expectations for all children's learning from birth to five years and through to transition to school. The expectations are communicated through the following five Learning Outcomes:

- children have a strong sense of identity;
- children are connected with and contribute to their world;
- children have a strong sense of wellbeing;
- children are confident and involved learners; and
- children are effective communicators.

The EYLF and VEYLDF underpin the implementation of our curriculum as is relevant to our local community and our early childhood setting. The frameworks also inspire our conversations, through providing a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals.

Under Children's Learning, the EYLF acknowledges that learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic. All these aspects of learning are intricately interwoven and interrelated.

philosophy of early learning

We would like to acknowledge the original custodians of this land, the Wadawurrung people, upon whose land we build our community.

Throughout a student's time at Ballarat Clarendon College our focus is to maximise each child's competence, skills, and capacity so that, at the end of their time at the school, when they stand on the threshold of their future, they can choose their heart's desire.

Within Ballarat Clarendon College's Early Learning Centre, the team of dedicated educators are passionate about the responsibilities we have for each child and recognise kindergarten is a unique stage in a young child's development – a time of increased awareness of self and their place in the world. It is a time of limitless curiosity, exploration, and opportunities to learn, to grow, to be. Our image of each child is one of potential – potential to develop authentic and compassionate relationships, to be independent, resilient, and competent, to make decisions and construct knowledge with others as they explore the world around them. We believe that children learn best through active engagement, by exploring, experimenting, and connecting with others.

The inclusive early learning program recognises the importance of positive relationships and nurtures the development of social-emotional capacity while embracing working in partnership with parents to provide a vibrant, enriching educational program. We celebrate, value, and honour the diversity each family brings to our child-centred practice. We believe that the unique identity of each member of our community should be acknowledged, accepted, and reflected in our learning environment. We are committed to the journey of reconciliation and embed practices and language of our First Nations people into the daily program.

As early childhood educators, we strive to make real connections between learning and the world our children inhabit. We support and encourage interaction and appreciation of the natural world and the development of an understanding of the interdependence of all living things.

Our educators are passionate about ongoing professional development as well as our mission to set children on their own path to a lifetime love of learning. Much of our philosophical orientation and pedagogy is derived from educational theorists – Jerome Bruner, Lev Vygotsky, Jean Piaget, Howard Gardener, and Loris Malaguzzi – who have shaped our inclusive and holistic approach to working with children. Our curriculum is underpinned by the principles and practices of the *Victorian Early Years Learning and Development Framework* and the national framework *Belonging, Being and Becoming*, where play is acknowledged as the context for learning.

Our learning environments are sensory-rich and inspiring. They reflect the interests, skills and capacities of all the children who learn there. Time to learn through play is married with purposeful, thoughtful, and intentional teaching and embedded formative assessment which ensures that children are reaching their potential. Each developmentally appropriate activity or learning experience targets the developmental areas and focuses on core curriculum areas such as literacy, mathematics, gross motor, science, music, drama, art, environment and sustainability.

the elc program

The experience we plan for the children, the way we organise the classroom, select equipment and materials, plan the daily routine and relate to the children, are all designed to allow each child to learn at their own pace and in the ways that are best for them.

Each learning experience that is planned for the child targets the developmental areas and also focuses on curriculum areas such as literacy, mathematics, science, music, drama, art, environment and sustainability.

We aim to balance the environment and the types of experiences that we provide, including:

- indoor/outdoor;
- busy/quiet;
- open/closed;
- individual/small-group/large-group;
- child-initiated/teacher-initiated; and
- direct/indirect instruction.

The weekly program will be available in individual rooms for parents. Within these programs, specific interests and ideas of both individuals and the group will be documented. A child's strengths and interests provide the basis for projects which often are developed as mini enquiries - selected, explored and researched by the children.

directory

Telephone	03 5330 8200
Website	www.clarendon.vic.edu.au
Email	elcoffice@clarendon.vic.edu.au
Address	614 Mair Street, Ballarat, 3350
After Care	After Care is available for children until 6pm. For further details, please see After Care section on page 7.

elc team 2024

Emma Hall	Head of ELC, Teacher
Elizabeth Nixon	Teacher
Jo Goss	Teacher
Phoebe Coutts	Teacher
Kate Cartwright	Teacher
Shawnee Lanagan	Teacher
Jo Netherway	Co-Educator
Leah Mikus	Co-Educator
Narelle Kenny	Co-Educator
Julie McLean	Co-Educator
Therese Wallis	Co-Educator
Jane Ho	Co-Educator
Grace Beechey	Co-Educator

semester and term dates 2024

Semester 1

Term 1	Monday 30 January – Thursday 28 March
Term 2	Monday 15 April – Friday 28 June

Semester 2

Term 3	Tuesday 16 July – Friday 13 September
Term 4	Monday 07 October – Tuesday 10 December

elc children's groups

There are programs for two age groups operating within the ELC:

- 3-year-old extended hours programs and
- 4-year-old extended hours programs.

before-elc care

Before-ELC Care is provided by Early Learning staff between 8.15-8.35am in the Early Learning Centre during term time.

Places are limited and must be secured through the Admissions Office.

Before-ELC Care will be billed in advance and there will be no adjustments made for days not attended.

Term rate will be adjusted according to term weeks. Please note that discounts and CCS are not applicable for the Before-ELC Care.

Before-ELC Care forms and fee information is available from the Admissions Office.

after care

After Care is available from 3.15-6pm for children in our three-year-old and four-year-old programs, who join the program with students from the Junior School campus. It is conducted by Extend and based in one of our ELC rooms, as well as utilising other areas of the Clarendon Junior School campus.

For further information, to enrol or make a booking, please contact 1300 366 437 or visit www.extend.com.au. If your child is attending the program and you need to contact the Program Leader, from 3.15pm you may call direct on 0476 400 934.

session times

Session	Day/s	Times
3YO Program Possums 5-day	Monday - Friday	8.35am-3.20pm
3YO Program Possums 3-day	Monday, Tuesday, Thursday	8.35am-3.20pm
3YO Program Possums 2-day	Wednesday, Friday	8.35am-3.20pm
4YO Extended Kookaburras	Tuesday - Friday	8.30am-3.15pm
4YO Extended Wombats	Monday - Thursday	8.30am-3.15pm
4YO Extended Echidnas	Monday - Friday	8.30am-3.15pm

Please Note

- There will be modified session times for the start of Term 1 to support all children to make a smooth transition.
- When there are timetable changes throughout the year (either to times, or attendance) due to excursions, special events or exeats, parents will be notified.

enrolment requirements

To successfully attend the three-year-old programs, Early Learning students need to be developmentally ready and it has been our experience that the young three-year-old children do not cope. Furthermore, social problems may emerge at a later time. Therefore, we recommend that applicants for 3-year-old Kindergarten turn 3 before January in the year they commence.

Four-year-old children need to turn four by 30 April. This is legislated; however, we encourage students to be older for the school year to give them the very best start – not only in Early Learning, but throughout their school lives. We encourage parents with children turning four between January and April to consider delaying entry into kindergarten.

Families are encouraged to register as early as possible to avoid disappointment.

daily arrival and departure

Children are dropped at their classroom entrances. If your child's class is in 107 or 109 Lyons Street North, we ask that you drop off and collect from the Lyons Street North entrances. Further information regarding drop-off and collection will be provided prior to your child's commencement in the ELC. Upon arrival, parents must sign the daily attendance book on the ledge outside the door and take their child into the classroom so that staff can greet them. At the end of the session, a parent/guardian must physically collect their child/ren and sign the attendance book again. During the Covid-19 safety measures you will be provided with an authority form to sign which allows for teachers and co-educators to sign your child in and out.

If the parent or guardian will not be collecting the child/ren, the parents must have pre-authorised someone else to collect each child by completing a Child Collection Consent Form as a child will not be released with any person unless consent has been given by the parent in writing. If an unfamiliar person comes to a staff member to collect a child, please ensure this person is able to identify themselves – for example, by showing their driver's license.

It would be appreciated, where possible, for children to arrive on time, ready for their session. This will assist your child to settle in and avoids disruption for the rest of the group. Prompt pick-up is appreciated as staff members have other duties which they cannot attend to until all children have been collected.

clothing and belongings

Children are required to wear the Early Learning Centre uniform.

- Clarendon black shorts (available size 2)
- Clarendon fleece (available size 2)
- Regulation red polo shirt, long-sleeve or short-sleeve
- Regulation black track pants (straight or elastic-leg)
- Clarendon wide-brim hat.

We ask that children wear suitable footwear; thongs are unacceptable as they are considered unsafe and restrict participation in the activities offered.

Parents are requested to provide a named change of clothes in case the clothes the child is wearing become soiled.

In winter, parents are requested to provide a hat and coat. It is also important to provide a waterproof jacket to enable the child to participate in outdoor play.

In summer, parents are requested to provide a Clarendon sun hat and roll-on personal sunscreen.

Parents are asked to ensure that all items of clothing and other belongings, including hats and sunscreen, are **clearly** named. Each child at the ELC will be provided with a locker where belongings are stored. Each child should be provided with a large backpack with a zip. Although the bag may come to and from the ELC empty many times, it is possible that your child will need a bag to carry items such as paintings, pastings or notices.

Parents are asked to discourage their children from bringing toys to the ELC (other than books or music/CDs) as they may become broken or lost or the focus of peer competition. On occasion, the teacher may request children bring something from home for a specific learning activity.

settling a child

It is important to realise that the start of the kindergarten year can be a very exhausting and anxious time for the child, both emotionally and physically. Considerable adjustments have to be made by them as they learn to cope with new situations and to interact with large groups of children. We appreciate that this transition varies between children and we will work with you to ensure your child is happy and settled. We ask to be allowed to give guidance if we feel that it is best for a parent to say goodbye and leave straight away, as we can always ring if the child has not settled.

food and drinking water

Children are asked to bring along a snack containing fruit or vegetables in addition to something small, such as cheese and crackers, a yogurt, rice cakes to each session as well as a bottle of water.

Please ensure their snack is packed separately from lunch to avoid confusion for your child.

Children are required to bring lunch in addition to their snack. Lunch should be sent in a separate lunch box. Please do not send lollies, chocolates, chips or drinks in glass bottles. Clarendon requires that all students and staff **do not bring nuts or nut products on to the campuses**. This includes products such as Nutella, almond butter and muesli bars.

allergies and anaphylaxis

There may be children who are attending the ELC diagnosed at risk of anaphylaxis, a severe form of allergic reaction. Staff in the ELC have been accredited with anaphylaxis training and regularly train in the administration of an EpiPen, which is how medication is applied.

Information will be made available at the commencement of the 2024 kindergarten year as to the specific foods which carry an allergy or anaphylaxis risk for our students. Please assist us in ensuring the health and safety of these children by not bringing items containing these ingredients into the centre. Thank you for your support.

illnesses and accidents

Parents are asked not to bring their child to the ELC if they are unwell, even though the child may still wish to come. Home is the best place for sick children. In fairness to other children and their families, we ask that parents keep their child at home if they have had a temperature, diarrhoea or vomiting. They can return to the ELC 48 hours after symptoms have cleared.

Also, we ask to be notified if the child or a member of the family has an infectious disease. Please consult the infectious diseases information at the end of this handbook for details of the period of exclusion. This information is also displayed in the ELC foyer. We also ask to be notified if a child is to be away for any period of time.

If a child has an accident or is ill when attending the ELC, every attempt will be made to ensure that the event is managed properly so that the situation is not exacerbated. The child will be kept under adult supervision while the parent is being contacted. Immediate medical aid will be given and, in the case of medication being required in an emergency without prior consent from the parent, every attempt will be made to get permission from the child's parent or medical practitioner.

In the case of serious injury, the child will be transported to hospital where the appropriate treatment will be given. If possible, the school nurse will be contacted. Parents are responsible for ensuring that their child's/ren's enrolment (medical) forms are up-to-date and that they have made themselves familiar with Clarendon's policies and procedures in relation to how the school will deal with student incidents, accidents and emergencies.

medication

In order to ensure that the interests of staff, children and parents are not compromised, medication will only be administered with explicit written permission from the parent or a person authorised by the parent or, in an emergency situation, a medical practitioner.

If a child requires medication to be administered during the program, parents or a person authorised by the parents will be required to complete an ELC medication/accident form at the ELC. These forms assist staff in the administration of the correct medication and help explain any other relevant information that staff may need in relation to the child.

Should any child suffer from asthma, a severe allergy or have any other specific medical requirements, parents should meet with the school nurse to ensure that a medical action plan has been devised and that staff are aware of any specific requirements for the child. No child will be able to attend the ELC until the required action plan is in place. During the first two weeks of Term 1, parents will also meet with the child's teacher to develop a risk minimisation and communication plan.

immunisations

Under the 'No Jab, No Play' legislation, all parents seeking to enrol their child at an early childhood service in Victoria are required to provide evidence that the child is:

- fully immunised for their age; or
- on a vaccination catch-up programme; or
- unable to be fully immunised for medical reasons.

Before attending the ELC, we will ask that you provide a copy of your child's immunisation certificate. This can be obtained from the MyGov/Medicare website or your medical practitioner. A copy of your immunisation record is not sufficient.

The 'No Jab, No Play' law recognises that there are a number of vulnerable children in the community whose families face difficulties accessing immunisations. The law allows vulnerable children to be enrolled. We have information to assist parents to access immunisations and obtain the necessary documentation within 16 weeks of commencing at the service. The law is designed to provide parents with a reminder point and additional motivation to keep their children's vaccinations up-to-date. While a child is attending the ELC, their immunisation record must be kept up-to-date. We ask to be informed of each new immunisation so that we can include this in our records.

Immunisation protects people who have been vaccinated and also protects those in the community who may be unable to receive vaccines by reducing the prevalence and spread of disease.

maintenance of records

It is the responsibility of parents to ensure that all medical and contact details are kept current at all times. Should details need to be changed (including those people authorised to collect the child/ren from the ELC), parents must complete and sign the appropriate forms.

It is important to always notify the ELC of any change of details including, but not limited to, child collection, contact numbers, medical history and special requirements or if a child will be absent from a session for any reason. It is essential that ELC staff members are made aware of any custody or access issues and that these are clear on relevant records. All the information will be kept in the child's pastoral care file, which is kept in a secure place.

sun protection

The ELC has a Sun Protection Policy in place and it is compulsory for each child to wear a wide brimmed school hat whilst outdoors between September and the end of April or whenever the UV index is three or above.

Parents are asked to ensure that children have had sunscreen applied prior to coming in each day.

Parents are requested to ensure that their child brings their own (named) roll-on sunscreen to the ELC to be able to reapply if necessary during the day. Children will be supervised while applying their own

sunscreen. We utilise the SunSmart widget on our website and within our educational program to increase the children's autonomy as well as knowledge and understanding of appropriate SunSmart behaviours.

excursions

Our learning program is complemented by various incursions and excursions related to the program content and interests of the children. No child may be taken outside the boundaries of the ELC without written permission and some parental assistance. A risk assessment is conducted prior to every event taking place.

Parents will be fully informed about any excursion or special event that is planned. Throughout the year, children will have the opportunity to utilise facilities within the Junior School grounds, including Watson Hall, the oval, library and music classrooms. To enable us to take the children out of the ELC grounds and into the Junior School grounds, a yearly blanket permission form, titled 'regular outing' will be used to gain parental approval.

birthdays

Birthdays are special. At the ELC, we will celebrate each child's birthday by singing 'Happy Birthday.' This will happen at the start of each session. We welcome parents to their child's birthday celebration. Due to the increase in allergies and food intolerances in children, we do not share cakes at kindergarten. We also ask that birthday invitations are not handed out at the ELC as all children may not be invited or be able to reciprocate an invitation. We are happy to discreetly put invitations in children's diaries to assist you in distributing them when all children in the class are invited. Please utilise the class contact list to arrange parties for smaller groups of children.

photographs

A formal class photograph is taken annually by professional photographers. Parents may opt to buy or return the photograph.

Throughout the year, educators take photos as a part of documenting your child's learning. These are placed in your child's portfolio along with samples of your child's work, conversations, observations by educators and documentation of other learning projects in which your child has participated. The portfolio is a formal and informal means to share your child's progress and development throughout the year. At the end of the year, you will be able to take the portfolio home.

parent participation

Parents are encouraged to take an active role within their child's learning journey. There are many ways in which they can become involved in the ELC program throughout the year – including dropping in during a session, becoming part of the Junior School Parents Group, attending excursions and specifically arranged parent evenings. We particularly welcome visitors with special skills (to play an instrument, dance, talk about their occupation) so volunteers are encouraged. We welcome parent interest and value their input.

Parents are asked to volunteer their time for one session per term from Term 2. They can enter their name on the roster near the Attendance Book alongside the session for which they would be available to assist. Parents and volunteers are reminded that while participating in the program, any information they may have access to regarding other children, must remain private and confidential and only be used for the purposes of assisting with the program. Should information need to be disclosed or discussed with parents, this is the sole responsibility of the ELC staff. For further information, reference should be made to the Confidentiality Policy.

Parents/guardians who are volunteering will require a Volunteer Working with Children (WWC) Check. WWC Checks are now a legal requirement and it is against the law to volunteer in an organisation unless the person has a valid WWC check or an exemption. Further details can be found in the WWC Check Policy.

Items from home to assist in the program are appreciated, such as newspapers, magazines, cardboard and recyclable materials, containers and cylinders (any shape or size), cards and paper, foil, bottle tops, cotton reels, buttons, fabric scraps. Natural objects such as gumnuts and seed pods, shells and feathers are also very useful. 'Junk' becomes our treasure! Reference should be made to the Allergy Management Policy for further details about unsuitable materials.

communication between home and the elc

We acknowledge the importance of working in partnership with our parents. We communicate with parents in many ways which include, at the beginning or end of a session, via the child's diary, during planned parent-teacher interviews, the Clarendon app and HUB. We are happy to speak to you at any time and welcome you to make an appointment with us. You will also receive a developmental summary at the end of each semester.

Learning in each class is shared through a weekly post on the Clarendon app. We celebrate the children's learning by making it visible. These may include drawings and other samples of the children's work, as well as photos, texts of conversations and references to professional readings in support of the children's learning through engaging in the process of those experiences. Please make the time to view and chat with your child, for example, "*I wonder what is happening here...*", to explore the learning being shared as this strengthens the connections between home and ELC. Respectful relationships demonstrate to your child that you value their experiences and learning, further promoting your child's confidence and empowerment.

policies

Coinciding with this Handbook is the Clarendon ELC Policy Documents. These have additional information and logistics regarding the operation of the ELC. We encourage all families to be familiar with the Centre's policies and procedures as they outline many things including health and safety, sun protection, nutrition, first aid, emergency procedures, enrolment, complaints, fees and other issues. Parents and families will be made aware of any amendments or updates to policies and procedures.

In the interest of environmental care, relevant policies are displayed in the ELC foyer or a copy can be made available upon request. We review our policies and procedures either on a yearly basis in January/February or amend policies and procedures as required to ensure that information and procedures are up-to-date with current research and best practice. It is important that our Centre's policies and procedures have the flexibility to change when needed and to ensure that the needs of our children, families and staff are met. Should you have any feedback or suggestions, please do not hesitate to contact the Head of ELC.

useful resources

Parent Place - 39 Sturt Street Ballarat Central. Phone: 5320 5165

Website: <https://www.ballarat.vic.gov.au/parentplace>

Parent Place helps families with young children to thrive, providing helpful information and community connection in an inclusive and safe space.

Maternal Child Health Nurse - Phone: 5320 5720

Website: <https://www.ballarat.vic.gov.au/community/families-youth-childrens-services/maternal-and-child-health>

The City of Ballarat MCH program provides consultations for children aged 0 to 6 years. The nurse will check your child's health, growth and development, including hearing, vision, speech, and fine and gross motor skills. At each nurse appointment you can talk about your concerns or ask questions about your child and your parenting experience.

Road Safety and Booster Seat Requirements- Website: <https://childroadsafety.org.au/parents/>

Starting Out Safely website contains information regarding road safety, booster seat requirements and resources you can use with your children to assist in educating them about the importance of road rules and travelling in the car safely.

Better Health Channel - Website: <https://www.betterhealth.vic.gov.au/>

The Better Health Channel provides resources, information and links to support services regarding a number of areas related to children as they grow and develop. To access resources and information on the website, click on the a-z tab at the top and scroll through to find the necessary documents.

Immunisation Information - <https://www.health.vic.gov.au/immunisation/vaccination-of-infants-and-children> or <https://www.ballarat.vic.gov.au/community/families-youth-childrens-services/immunisation>

UN Conventions on the Rights of the Child- <https://childrightsconnect.org/faq-items/child-friendly-convention-on-the-rights-of-the-child-by-unicef-child-rights-connect/> or https://www.unicef.org.au/united-nations-convention-on-the-rights-of-the-child?&mkwid=&pcriid=&pkw=&pmt=&pdv=c&plid=&qclid=EAIaIQobChMInJGMwNa7-gIVFzUrCh3eVwYjEAAAYASAAEgJTUPD_BwE&qclsrc=aw.ds

regulatory authority

Ballarat Clarendon College Early Learning Centre is regulated by the Department of Education and Early Childhood Development.

The Department can be contacted at 109 Armstrong Street North, Ballarat 3350

Phone: 03 4334 0589

Email: Grampians.gar@education.vic.gov.au

infectious diseases exclusions table

Minimum period of exclusion from primary schools and children's services¹ for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

Schedule 7

Column 1 Number	Column 2 Conditions	Column 3 Exclusion of cases	Column 4 Exclusion of Contacts
1	Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
2	Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
3	Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
4	Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
5	Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
6	Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
7	Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
8	Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
9	Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
10	Hepatitis B	Exclusion is not necessary	Not excluded
11	Hepatitis C	Exclusion is not necessary	Not excluded
12	Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
13	Human immuno-deficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
14	Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
15	Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
16	Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
17	Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
18	Meningitis (bacterial —other than meningococcal meningitis)	Exclude until well	Not excluded
19	Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
20	Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
21	Molluscum contagiosum	Exclusion is not necessary	Not excluded
22	Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
23	Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
24	Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
25	Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
26	Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
27	Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
28	Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
29	Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
30	Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

Regulation 111

A person in charge of a primary school, education and care service premises or children's services centre must not allow a child to attend the primary school, education and care service premises or children's services centre for the period or in the circumstances:

* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

*Diarrhoeal illness includes instances where certain pathogens are identified including *Amebiasis (Entamoeba histolytica)*, *Campylobacter* spp., *Salmonella* spp., *Shigella* spp. and intestinal worms, but is not limited to infection with these pathogens.

Further information

Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion

¹ Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.

