WELCOME TO J.B. CLELAND KINDERGARTEN

J B Cleland Kindergarten is in a unique situation surrounded by spectacular trees which provide the children with abundant opportunities to experience the natural environment. The outdoor environment supports exploratory play by providing spontaneous opportunities to investigate, inspire and discover. The child’s learning and development, through a play curriculum, is enhanced by planning and designing a learning environment which responds to the strengths and interests of the children. Relationships and conversations between the child, family and the staff are valued which foster a sense of involvement and belonging. Our belief is that all children will have the opportunity to build a foundation for successful learning throughout their lives.

STAFF

Director - Penny Weekes

Teachers - Sumi Menon
             Cherie Redwood

Early Childhood Workers - Chris Eleftheriou
                         Kelly Kitching
                         Dee Cox
                         Nadia Russo

Administration/Finance - Alison Pearse

Support staff may include:
Bilingual Support Workers - Eun Joo Lee
                          Moi Jing Kong
ENROLMENT PROCEDURES

All eligible children are entitled four terms of kindergarten before going to school. In orientating children to kindergarten, transition visits are offered in the term prior to their kindergarten year.

- We take enrolment details from parents of children from 2 years of age. The child is then placed on a Waiting List. At times when enrolments are high, resulting in a limited number of places available, our Priority of Access Policy will be imposed (see last page).

- The term prior to your child starting their Transition visits, you will be contacted by phone to confirm your child’s enrolment at J.B. Cleland Kindergarten. If you accept the offer of a place, an Enrolment Package will be posted to your home.

- If your child does not attend the sessions, we will contact you after two weeks. Following this, if your child does not attend, their place will be offered to a child on our Waiting List.

PRESCHOOL TIMES

**Group 1**  
Monday and Tuesday full days  
8:15am - 3:45pm daily

or

**Group 2**  
Wednesday and Thursday full days  
8:15am - 3:45pm daily
FEES

Pre-Entry/Transition $40 (includes kindergarten hat)
Sessional Kindergarten $230 (2 full days)
Excursion Levy $20 per term
Building Fund $25 per term (voluntary tax deductible contribution)
Library Fund $25 per term (voluntary tax deductible contribution)

Both the Building Fund and Library Fund are voluntary and tax deductible items attached to the kindergarten fees. With diminished opportunity for families to commit to various committees and activities within the kindergarten, the Governing Council has found this method of raising money for purchases of education support material to be a viable alternative to supplement fundraising.

Payments can be made via the following methods
Cash, please place money in an envelope in the payments box in the kitchen.
Cheques are accepted made payable to JB Cleland Kindergarten.
Direct Deposit payments
Account Name: JB Cleland Kindergarten
BSB #: 065125
Account #: 00901665
Please ensure you include your name and invoice number as the reference.
**COMMUNICATION**

**Notice Pockets**

Each child has a named pocket, which is on display as you enter the verandah. These pockets should be checked daily for notices, receipts etc.

Our preferred method of communication is email. Please ensure we have your email address recorded.

**Curriculum Notice-Board**

The curriculum is displayed on a notice board on the verandah for parents to read. The curriculum is based on the Early Years Learning Framework and is documented each term with a curriculum plan, stating expected developmental and learning outcomes for the children.

**Newsletter**

To keep parents informed about kindergarten activities, a newsletter is prepared on a regular basis and emailed to families. Newsletters form a very important part of communication within the centre. If parents wish to speak to a staff member for further information, they are free to the kindergarten at any time.

**Information Notice Board**

A parent information board has essential and interesting news; in particular, weekly happenings at the kindergarten; as well as reminders, newsletters and general information.
WHAT YOUR CHILD WILL NEED TO BRING TO KINDERGARTEN

Lunch

Each child needs to bring a packed lunch in a clearly named lunch-box. You can choose to place your child’s lunch box in the kitchen fridge when you arrive at kindergarten in the morning or alternatively if you can leave their lunch box on top of the fridge or have it packed in a thermos to keep warm.

Two snacks (one for mid morning and one for mid afternoon), these need to be separate from the lunch box and left in your child's bag. The food suggestions for Snack Time and our No Nut Policy are detailed below.

Any uneaten food will be sent home so that you are able to gauge your child’s intake!

Fruit/Snack Time

We encourage a healthy eating policy at J.B. Cleland Kindergarten so that children will grow up with a sound knowledge of good nutrition and diet. Children will quite happily eat healthy food, but will often choose less healthy food if they are given the choice. Healthy eating choices are easier to model if all children are doing the same thing.

Fruit/Snack time and lunch time are part of the everyday learning program at J.B. Cleland Kindergarten. The children have a mid morning and mid afternoon group fruit/snack time. This is a social time in which children have an opportunity to interact with each other and staff. The children wash their hands and then eat their fruit/snack on a mat outside or, in cold weather, inside. Sometimes children have a particularly early breakfast. If this is the case, please let the staff know, as they are always able to eat earlier.
In order to support our healthy eating policy, we ask families to send nutritious snacks to kindergarten with their children for the following reasons:

- Research informs us that for the long-term health and well being of children, it is vital that they eat healthy food from birth.
- To provide children with important vitamins and minerals.
- To encourage a taste for healthy foods and promote healthy eating habits.
- To avoid children pressuring parents and carers to buy and provide other less healthy foods they may see other children having.

Nutritious food means that snacks will be

- Low in added sugar
- Low in salt and fat
- Not over processed and have nutritional value for the child.

Foods we recommend include:

<table>
<thead>
<tr>
<th>Fresh fruits</th>
<th>Dry Biscuits</th>
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</thead>
<tbody>
<tr>
<td>Vegetables/Salad</td>
<td>Dried Fruit</td>
</tr>
<tr>
<td>Sandwiches with healthy fillings/Sushi</td>
<td>Fruit Muffins/Scones</td>
</tr>
<tr>
<td>Yoghurt</td>
<td>Cheese</td>
</tr>
</tbody>
</table>

Foods we do not recommend include:

| Fruit Roll Ups | Popcorn (choking) |
| Chips etc. | Sweet Biscuits |
| Sweets/Lollies | Muesli Bars with nuts and high sugar |
| Cakes | Drinks other than water |
| Packaged 'Squeezie' fruit(due to risk of choking on the lid) | |

As children bring their own food from home, sharing of food at kindy is **NOT** allowed.
No Nut Policy

J.B. Cleland Kindergarten adopts policies and procedures, with a view to ensuring that we support a no nut environment at all times. Please appreciate that, while we are unable to guarantee this, all reasonable and possible steps are taken to seek to comply with this mandate. Parents of children with nut allergies are encouraged to seek further information about the policies and procedures in place at this centre, in order to determine the suitability of their child for enrolment.

The following is **NOT** to be brought to kindergarten:

- Nuts of any kind
- Peanut butter
- Nutella

Food Guidelines for special Occasions i.e. Shared Lunches and cooking with parents

J.B. Cleland Kindergarten would like food provided on special occasions to be predominantly healthy food choices. We have parent cooking sessions which occasionally include ‘treats’ from other cultures etc. we want children to learn if we have regular healthy eating habits, the occasional treat is OK.

Birthdays
Children’s birthdays are celebrated with a ‘Happy Birthday’ song and sticker. Please do not send birthday cakes or other birthday food treats to kindergarten.

Drinks

A large container of puratap water is readily available to children at all times. Please provide a named plastic cup for your child. This needs to be kept in their bag for when they need a drink.
Clothing

Children need to wear appropriate clothing to kindergarten. Please ensure that children can independently go to the bathroom, without worrying about belts or buttons that may be too difficult for them to cope with.

Children learn by active participation and exploration, so make sure that clothing is suitable for freely moving play. Children may feel anxious if they are concerned about their clothes getting dirty. It is essential for children to have a change of clothes in their bag. Could you please ensure that these clothes are placed in a plastic bag so that, if required, we can return their wet clothes in the bag provided. Their kindergarten hat needs to be in their bag for any outdoor play.

SUNSAFE POLICY

There is strong support from the medical fraternity and Anti-Cancer Foundation to ensure all children are adequately protected from ultra-violet radiation throughout the year. Ultra-violet radiation cannot be seen or felt, and the intensity of such radiation is not directly related to our temperature.

"Reduced ozone levels are contributing to an increase in skin cancer. In particular, the developing skin cells of young children are highly susceptible to sun damage. This damage may not manifest itself until later in life."

Anti-Cancer Foundation
Parents are reminded about the importance of applying sunscreen before children come to kindergarten.

Details of our sun safe policy and skin protection policy are available on the kindergarten website.

Please make sure your child has a hat in their bag each day. **Hats are mandatory from September to April.** During this time, if children do not have hats they will not be able to engage in outside play.

**OUR PRESCHOOL PHILOSOPHY**

We acknowledge and respect the right of every child to an education that incorporates learning through play both as a process and a context for learning; an education that respects each child’s family, cultural identity and language and an education that fosters a sense of agency and resilience in every child.

We acknowledge the uniqueness and potential of all children by valuing and incorporating their views and perspectives in everyday learning. We encourage children to be independent thinkers, share their voice, show respect and take responsibility for their immediate and wider environment.

We are committed to an inclusive curriculum through the implementation of a holistic approach to teaching and learning where similarities and differences are celebrated in order to build stronger connections between children, families and communities.
We acknowledge the importance and value of developing and maintaining strong partnerships with families and the community in ensuring that all children have equal opportunities to achieve learning outcomes and are able to experience successful transitions between settings.

We believe that ongoing learning and reflective practice for educators is paramount to the delivery of quality education for our children. A process of planning, acting and self reviewing form the basis of our pedagogical practice.

We value, respect and embrace the culture and heritage of the Aboriginal and Torres Strait Islander people. We are committed to adopting a collective and collaborative approach in the delivery of educational programs to the children of these communities.

We encourage children to understand their role as global citizens by nurturing a sense of responsibility for the appreciation, care and sustainability of natural and man-made environments.

We provide a welcoming, secure and healthy learning environment that fosters a sense of wellbeing and comfort, belonging and autonomy, independence and exploration.

Most of all, we believe that learning should be FUN! There exists a vital connection between a time for learning and a time for play (Leo Buscaglia) and therefore we believe that in order to give a child the best start in life, one needs to give them abundant opportunities to PLAY!

REFERENCES


Department of Education Employment & Workplace Relations 2009, *Belonging, Being and Becoming - The Early Years Learning Framework for Australia*, Commonwealth of Australia, Barton ACT

Our planning for children's learning is guided by the Early Years Learning Framework - a foundation of Principles, Practice and Learning Outcomes to assist in designing and supporting the kindergarten curriculum.

According to the Framework, 'curriculum' in the early years 'encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'.

Children have a capacity to initiate, construct and lead learning in many different ways. Our learning program comprises a combination of some planned activities with room for the curriculum to emerge and evolve as children's questions, wonderings and little discoveries steer learning in new and unexpected ways!

The following beliefs underpin our planning for children's learning:

- Play is the most powerful way children learn as it promotes creative flexibility in thinking; assists children in building their own knowledge and fosters language and social abilities.
- Parents have a unique knowledge and understanding of their child and are their first and foremost educators.
- Children have prior knowledge and abilities when starting kindergarten.
- The learning environment is stimulating, safe and enjoyable.
- There is respect for children's diverse range of knowledge, skills, values, attitudes and dispositions.
- Children develop at their own individual level and in different ways emotionally, intellectually, morally, socially, physically and spiritually.
- Children learn when they are involved in initiating and negotiating their own learning, which is enhanced and supported by positive, challenging interactions.
- Children are encouraged to develop life skills, which foster a sense of resilience and optimism within themselves.
- Children need lengths of uninterrupted time and space (space to be alone, with a friend or with a group of friends) to maximize learning opportunities.
We foster an inquiry based approach to learning wherein children take ownership of their learning through active engagement, thinking, enquiring, questioning, critiquing and researching. Through this approach children play the role of architects of their own learning, designing the process and creating and building on their learning in unique and individualized ways.

The kindergarten also offers programs to meet additional needs of individual children. These include:

- Preschool Bilingual Support Program - to provide bilingual support to children and families who have English as a second language.
- Preschool Support Program - to provide support for children with additional needs.
- Early Intervention Program - to provide support within the kindergarten to support and extend children’s learning.

**The Child Protection Curriculum**

This helps children develop skills to look after themselves in situations in which they may feel unsafe.

There are two principles:

- ‘We all have the right to feel safe at all times.’
- ‘Nothing is so awful that you can’t talk about it with someone you trust.’

There are five integral discussion topics:

- Feelings
- Safe/Emergency
- Early warning signs - how our body feels when we feel unsafe
- Network - who can we ask for help?
- Problem solving

These protective behaviour principles are inherent within the curriculum.

**Anti-bias Program and Persona Dolls**

Persona dolls are special dolls that have a unique story, with their own personality, family and home to which the children are encouraged to relate. They open up opportunities for the children and their family to explore issues of diversity and social justice in a way in which the children can understand. Children are allocated a persona dolls to borrow for an overnight stay as part of our anti-bias approach. There are four goals in this approach:
• Each child feels good about who they are.
• Each child can feel comfortable with similarities and differences with others.
• Each child is able to recognise bias and stereotypes.
• Children can assert themselves when bias occurs.

**Social Skills Program**

We believe a cohesive environment (an environment which allows for social learning) together with a positive attitude towards social learning, provides the best opportunity for children to develop social competence. Social skill development is encouraged by:

• Working with everyday incidental social issues, such as sharing equipment, taking turns.
• Encouraging children’s independence in dealing with social issues.
• Positive modeling of social skills by adults.
• Providing individual support where necessary, such as coaching, modeling.
• Playing co-operative games.

**Environmental Understanding**

We introduce ecological awareness to children via our curriculum. The children are involved in the care of the grounds, animals and resources. The kindergarten is a member of the Nature Education Resource Centre based at Urrbrae High School. Staff are able to borrow from a wide range of fauna, flora, and other resources on a fortnightly basis. This then forms part of the curriculum in which children are able to learn by first hand experience.
**Library**

Children attending kindergarten can regularly borrow one book at a time to take home. After selecting a book, we ask that you record the details and follow the procedures as set out in the “Borrowing Book”, located on the library bench. Library bags are available for your child’s use while they are at kindergarten. Please let us know if you find a book that is damaged. It is the responsibility of parents to replace books which become lost or badly damaged.

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**Excursions and Special Events**

Excursions are an important part of the kindergarten curriculum, as the children best learn through participation and exploration. All details of an intended excursion will be given to parents with a permission slip, which must be returned to the kindergarten before the day of the excursion. A high adult/child ratio is required to provide adequate supervision and a worthwhile learning experience.

As part of the kindergarten curriculum, and in association with celebrations and special events, the children can be involved in various culinary experiences. Please ensure that the kindergarten is notified if your child has any specific dietary restrictions.
ASSESSMENT AND REPORTING

Each staff member has a planned learning session with a small group of children every day.

Records are kept of the children's work, anecdotes of play and friendship groups, and these are filed in their Individual Learning Portfolio. Also included in their portfolio are screenings of both your child's fine motor skills and gross motor skills.

- During your child's second term of kindergarten, their Individual Learning Portfolios are sent home for parents to read and share with your child.

  If there is any aspect of the information which needs to be discussed, the staff will make a time available for you. This is a good opportunity to gather an understanding of your child's development in particular areas.

- As your child approaches the end of their kindergarten year, a Summative Report is written, which incorporates your child's current learning goals, interests and skills.

  Parents are invited to also make comments before signing and returning the statement to the kindergarten.

  A copy of the Summative Report is then forwarded to your child's school. During their last week of kindergarten, your child will be given their Individual Portfolio, including the Summative Report, to take home to keep.
PARENT PARTICIPATION

There are many ways to be part of your child’s kindergarten year and we encourage you to participate in whatever way you can:

Governing Council

The Governing Council is a parent body, which is elected to assist with the general administration and management of the kindergarten. We encourage your participation at this level, as the quality of our service relies on the effort and support of the families within the preschool.

The Governing Council meets monthly, either in the evening or during the day, and is an enjoyable way to get to know other families in the community.

Other simple ways of assisting include:

- Donating boxes, collage materials, paper (*no toilet rolls or empty medicine containers, please*).
- Staying to play a game or puzzle or reading a book to your child and a few friends
- Taking home an odd job (sewing, toy repair)
- Coming to family barbecues and Working Bees
- Demonstrating a craft, playing a musical instrument or helping with cooking or gardening
- Offering to help on walks, excursions
- Sharing a song, teaching a few words in another language
- Assisting staff in developing resources (illustrating posters, writing stories)
- Picking up supplies and shopping
- Assisting to oversee the Library
**Family Events**

We hold an Obstacle-a-Thon each year, which is used as a fundraiser to purchase additional educational resources not covered by the kindergarten fees.

**Washing Roster**

Each family is asked to assist with the washing once during your child’s time at kindergarten. The roster is placed on the window as you enter the building.

**Garden Roster**

In order to maintain an aesthetically pleasing and safe outdoor environment, we ask each family to take one turn of the garden roster during the year. The term garden roster is displayed on the kindergarten entrance window. Some of the jobs may include raking leaves, weeding garden beds or sweeping paths.

Parents will be given a note, detailing the job to be done, in their child’s notice pocket. The gardening can be done at any time, either during the week or on the weekend, preferably when there are no kindergarten sessions.

**SESSION TIMES**

Parents are asked to adhere to the session times. If there is a need for your child to be at the centre out of their particular group time, due to an emergency, please speak to the staff.
**SIGNING-IN SYSTEM**

As part of our ongoing practice in providing quality supervision of children in our care, all parents/caregivers will be required to sign in and sign out their child on a daily basis. Sign-in sheets can be accessed each day at the sign-in desk located at the entrance to the kindergarten. Any special arrangements regarding drop offs and pick-ups can be communicated via the sign-in sheets.

**CHANGE OF ADDRESS**

Please inform staff as soon as possible if there is a change to your home or work address and phone number. Current records are essential in an emergency.

**LEAVING YOUR CHILD**

Children can occasionally experience difficulty separating from their parents. Staff are always on hand to assist in settling children and we will work with each individual family to facilitate this process. Please ensure that you farewell your child and let us know if they are anxious.

Most children settle quickly after their parents leave. We will always contact you if there is a concern; however, please feel free to ring the kindergarten if you would like an update.

**ATTENDANCE AND ABSENCE**

Please let the kindergarten know if your child is to be absent. In case of infectious illness it is very important for us to know. It is extremely important that your child attends regularly, as staffing at the kindergarten is based upon the attendances of children, not the number of children enrolled.
ILLNESS

If your child shows any signs of being ill, it is best for the child to stay at home. When a child shows symptoms of illness while they are at kindergarten, the staff will care for them and then contact the parents or an emergency contact person.

CHILD AND YOUTH HEALTH SERVICE

If you wish to seek advice about your child’s health and development, please contact the Child and Youth Health Service at 34 The Parade, Norwood on 8362 5422. Each family will be reminded of their child's 4-5 year old check up during their kindergarten year.

HEALTH

Medication

Please notify staff in writing of any allergies your child may have. If medication is to be administered by the staff, a permission form needs to be signed. It is best to advise the staff if your child has had any symptoms of asthma in the past 24 hours. If this is the case, give the medication to one of our staff, together with the permission slip.

Health Care Plan

For children with acute severe allergic reactions (anaphylaxis) and asthma, an Individual Emergency Health Plan form will need to be completed and discussed with staff. Please see the Director for further information.

DENTAL CARE

The Linden Park School Dental Clinic is based at Linden Park Schools. The clinic provides treatment to children up to and including Year 7 school students.
EMERGENCY PLAN

Two emergency plans have been adopted at the kindergarten, depending on whether the emergency requires evacuation or invacuation.

Evacuation:
Emergency evacuation drills are usually conducted on the Monday and Wednesday of the second week of each term.
In the event of needing to evacuate, staff will muster children outdoors (near the sandpit) or if required take them to the oval at Linden Park Schools. Should we require parents to collect their child, you will be contacted at the earliest convenience (please do not phone the centre).

Invacuation:
Emergency invacuation drills are usually conducted on the Monday and Wednesday of the third week of each term.
If it is necessary to keep children within the building (invacuation), staff will muster children indoors (the top room). In the event that such an emergency applies, we ask parents to comply with the directions from the Police or State Emergency Service.

THE LANEWAY

The laneway between Gulfview Avenue and Hewitt Avenue is a pedestrian lane. Cars will need to be parked in these adjoining streets in order to provide safe access in the laneway to all families. We ask that cars do not use the laneway at any time.

Please do not park in the parking space near the playground. This is an emergency / loading space only. This ensures that the laneway is a safe pedestrian access to our kindergarten at all times. Burnside Council has painted unbroken yellow lines along the laneway, which means that no vehicle may stop in the laneway. Childcare centre transport services are the only vehicles with permission to drive down the laneway to the service area.

Our kindergarten is located in a residential area and we ask that you respect our neighbours.
LOST PROPERTY

It is advisable to have your child’s clothing, shoes and bag named. Owners can be more readily found if items are named. Toys are not to be brought to kindergarten.

If your child does lose something, there is a Lost Property Basket outside the entrance to the main building. Contents of this basket are recycled at the end of each term.

LOCAL CHILD CARE SERVICES

Current information is available on all local Child Care Centres. Please ask if you would like a list of their services and phone numbers.

ENROLLING YOUR CHILD AT SCHOOL

Children are entitled to four terms of kindergarten before going to school. It is compulsory for children six years or older to begin school.

Beginning 2014, all children will start school on the same first day. There will no longer be intakes each term. If your child turns five before May 1 of a given year, they will start school on the first day of Term One in that year. If your child turns five on or after May 1 of a given year, they will start school on the first day of Term One the following year.

- All children will need booster immunisations before they start school.
- It is important for you to register your child’s name at the school of your choice.

The children who will be starting school are invited to the school transition program, which is a series of visits prior to the children beginning school.

From 2014 Linden Park Primary School and Burnside Primary School will have just one single intake at the beginning of the year. A staff member from J.B. Cleland Kindergarten will attend the first school transition visit at each school. Parents need to take children to their school visits and pick them up afterwards.
<table>
<thead>
<tr>
<th>Age</th>
<th>Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth, 2, 4, 6 mths &amp; Year 8</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td>2, 4, 6 mths &amp; 4 yrs</td>
<td>Diphtheria/Tetanus/Whooping Cough (Triple Antigen)</td>
</tr>
<tr>
<td>2, 4, 6 mths</td>
<td>Pneumococcal</td>
</tr>
<tr>
<td>2, 4, 6 mths</td>
<td>Rotavirus</td>
</tr>
<tr>
<td>2, 4, 12 mths</td>
<td>Hib Meningitis</td>
</tr>
<tr>
<td>2, 4, 6 mths &amp; 4 yrs</td>
<td>Polio</td>
</tr>
<tr>
<td>12 mths &amp; 4 yrs</td>
<td>Measles/Mumps/Rubella</td>
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<tr>
<td>12 mths</td>
<td>Meningococcal C</td>
</tr>
<tr>
<td>18 mths &amp; Year 8</td>
<td>Chicken pox</td>
</tr>
<tr>
<td>Year 8 (girls only)</td>
<td>HPV</td>
</tr>
<tr>
<td>Year 9 students</td>
<td>Diphtheria/Tetanus/Whooping Cough</td>
</tr>
</tbody>
</table>
COMMON INFECTIOUS DISEASES/CONDITIONS

Chickenpox (Varicella)
Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised children and less in immunised children. Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded.

Conjunctivitis
Exclude until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitis). Exclusion of Contacts - Not excluded.

Head lice (Pediculosis)
Exclusion is NOT necessary if effective treatment is commenced prior to the next day at child care (ie the child doesn’t need to be sent home immediately if head lice are detected). Exclusion of Contacts - Not excluded.

Hepatitis A
Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice. Exclusion of Contacts - Not excluded.

Impetigo (school sores)
Exclude until appropriate antibiotic treatment has commenced. Any sores on exposed skin should be covered with a watertight dressing. Exclusion of Contacts - Not excluded.

Influenza and influenza-like illnesses
Exclude until well. Exclusion of Contacts - Not excluded.

Measles
Exclude for 4 days after the onset of the rash. Immunised and immune contacts are not excluded. Non-immunised contacts of a case are to be excluded from child care until 14 days after the first day of appearance of rash in the last case, unless immunised within 72 hours of first contact during the infectious period with the first case. All immunocompromised children should be excluded until 14 days after the first day of appearance of rash in the last case.
Meningitis (bacterial)
Excluding until well and has received appropriate antibiotics.
Exclusion of Contacts - Not excluded.

Meningitis (viral)
Excluding until well. Exclusion of Contacts - Not excluded.

Meningococcal infection
Excluding until appropriate antibiotic treatment has been completed.
Exclusion of Contacts - Not excluded.

Mumps
Excluding for nine days or until swelling goes down (whichever is sooner).
Exclusion of Contacts - Not excluded.

Ringworm/tinea
Excluding until the day after appropriate antifungal treatment has commenced. Exclusion of Contacts - Not excluded.

Rotavirus infection
Children are to be excluded from the service until there has not been a loose bowel motion or vomiting for 24 hours.
Exclusion of Contacts - Not excluded.

Rubella (German measles)
Excluding until fully recovered or for at least four days after the onset of the rash.
Exclusion of Contacts - Not excluded.

Scabies
Excluding until the day after appropriate treatment has commenced.
Exclusion of Contacts - Not excluded.

Streptococcal sore throat (including scarlet fever)
Excluding until the person has received antibiotic treatment for at least 24 hours and feels well.
Exclusion of Contacts - Not excluded.
Whooping cough (pertussis)
Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing. Contacts that live in the same house as the case and have received less than three doses of pertussis vaccine are to be excluded from the service until they have had 5 days of an appropriate course of antibiotics. If antibiotics have not been taken, these contacts must be excluded for 21 days after their last exposure to the case while the person was infectious.

J.B. CLELAND KINDERGARTEN INC
PRIORITY OF ACCESS POLICY

At times when kindergarten enrolments are high, resulting in a limited number of places available, a child will have priority of access to sessions if they meet the following guidelines:

- The family lives in a suburb immediately surrounding J.B. Cleland Kindergarten.

Supported by:

- A sibling having previously attended J. B. Cleland Kindergarten.
- The child has additional needs.

The final deciding factor for applications of equal merit will be:

- Date of registration.

All final decisions are at the Director's discretion.

This policy has been endorsed by the kindergarten Governing Council.