

OAKLEIGH PRIMARY SCHOOL and KINDERGARTEN



General Information for all New Families

Oakleigh Primary School and Kindergarten
Logie Street, Oakleigh 3166

Phone: 9568 0558

Email: oakleigh.ps@edumail.vic.gov.au

Website: www.oakleighps.vic.edu.au

OAKLEIGH PRIMARY SCHOOL 1601
20 Warrigal Road, OAKEIGH VIC 3166

Tel: 9568 0558
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Email: oakleigh.ps@education.vic.gov.au
Out of School Hours Program: 9568 2983/0412 168 560
Oakleigh Primary School Kindergarten: 9568 6315

PRINCIPAL Ms Michele Nolan
ASSISTANT PRINCIPAL Ms Bronwyn Orr
BUSINESS MANAGER Mrs Jane McClelland
ADMINISTRATION Mrs Susan Close

SCHOOL HOURS

School opens:	8.50am
Morning session:	9.00am - 10.40am
Recess:	10.40am - 11.10am
Morning session:	11.10am - 12.50pm
Lunch:	12.50pm - 1.50pm
Afternoon session:	1.50pm - 3.30pm

TERM DATES – for Students

	Year 2022	Year 2023
Term 1	31 st January – 8 th April	30 th January – 6 th April
Term 2	26 th April – 24 th June	24 th April – 23 rd June
Term 3	11 th July – 16 th September	10 th July – 15 th September
Term 4	3 rd October – 20 th December	2 nd October – 20 th December

NOTE: Dismissal is at 2.30pm at the end of Terms 1, 2 and 3.
Dismissal is at 1.00pm at the end of Term 4.

CURRICULUM DAYS - Students do not attend school on these days.

Four days each year, as determined by the DET, are set aside as Curriculum Days in all Primary Schools. The purpose of the Curriculum Day is to enable the participation of all teachers and members of the School community in the development and review of the Educational Policy and Curriculum of the school.

OAKLEIGH PRIMARY SCHOOL INFORMATION BOOKLET

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Welcome

Oakleigh PS and Kindergarten is a school with a history of over 130 years and is part of a thriving, bustling, multicultural community. The school population reflects this cultural diversity with approximately 32 different nationalities. Over 30% of students come from a language background other than English. A kindergarten is located on the premises with a consistent enrolment of 75 children. The Kindergarten has a very strong connection with the school, making use of our facilities and participating in joint social and fundraising events. Most of these children join our school community in Foundation.

The school provides a stimulating and broad based education program to a student body that is socially, economically and culturally diverse: a facet valued and celebrated by the community. The Victorian Curriculum (VELS) is used to develop an integrated approach to curriculum planning, teaching and assessment. The school has a strong focus on Literacy and Numeracy. Specialist subjects include Visual Arts, Performing Arts, Japanese, Physical Education, English as an Additional Language and Enrichment and Support. There are many extra-curricular opportunities, including swimming, interschool sport, instrumental music and choir and tennis coaching. Students are able to participate in a variety of excursions, incursions and annual camps.

Oakleigh Primary School and Kindergarten is committed to providing a high quality education, complemented by a holistic approach to the needs of each child. Inherently we understand that an individual's wellbeing is the foundation on which success in life is built. Our commitment to Positive Education underpins every aspect of our school.

It is important to our community that our students:

- are literate, numerate and confident to take their place in their world
- are successful and personally and socially competent
- have a growth mindset, believing that their abilities can be developed through dedication and hard work - brains and talent are just the starting point
- have the opportunity to communicate ideas and opinions, collaborate and make decisions
- work cooperatively with their peers and the school community
- exhibit the values of honesty, resilience, empathy, respect and the capacity to act with ethical integrity

We encourage students to:

- take responsibility for their own learning and have pride in their accomplishments
- recognise that mistakes are a part of life from which we can learn and forgive
- practise gratitude – develop a sense of wonder and appreciation for the people in their life and the things they do, have and learn
- develop an awareness of their character strengths and what helps or hinders their learning
- develop effective decision making, problem solving, creative and critical thinking skills
- value their own cultures, languages and beliefs and those of others
- undertake leadership roles through a variety of whole school and classroom responsibilities and opportunities
- minimise their carbon footprint by engaging in sustainable practices



We look forward to working with you and your children to make your association with Oakleigh Primary School a fulfilling, productive and a rewarding experience.

Michele Nolan
Principal

ORGANISATIONAL DETAILS

The Working Philosophy of the School

Our school philosophy ensures that we cater for the broad range of social and cultural expectations that are apparent in our multi-cultural community. It is based on the firm belief that each student will:

- have a strong sense of self esteem
- strive to reach their full academic and social potential
- develop high standards of personal conduct
- develop social skills that enable them to work cooperatively with others

The staff at Oakleigh has created an atmosphere of warmth and friendliness and we are extremely proud of our open door policy as it applies to the school community. The school believes that education is a shared responsibility and works in partnership with parents to promote a supportive, caring environment for all students.

School Buildings

Oakleigh Primary School No.1601 was established in 1875. Our beautiful heritage building was first opened in 1914. The main building was opened in 1977. All rooms are heated and air conditioned and are fully carpeted with wet areas accessible to all rooms.

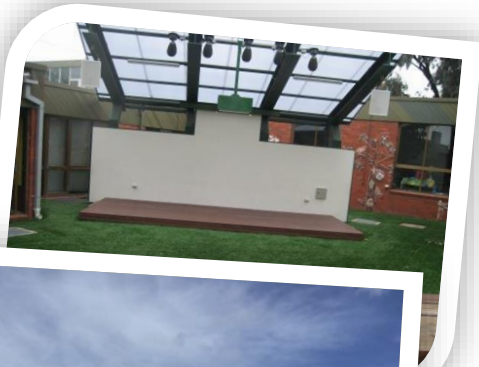
Four toilet blocks, located in different areas of the school, allow for easy and safe access during class and play times.

We have a gymnasium, an art/craft room, performing arts room, STEAM area, library, outdoor amphitheatre, reading rooms and student withdrawal rooms. Our gymnasium is available for assemblies and amphitheatre for performances.

School Grounds

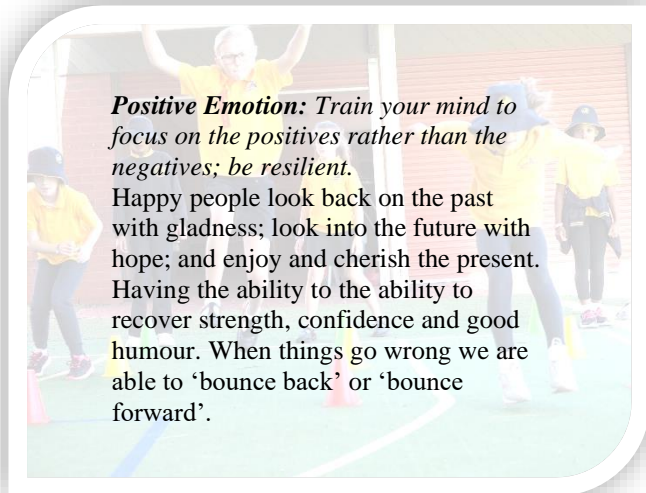
Gardens surround the school and are maintained proudly by the students and parents. Quiet courtyards are dotted about the school with direct access to learning areas. Play facilities include two adventure playgrounds, netball, basketball and volleyball courts, vegetable garden and we are fortunate to have the use of the Oakleigh Football Ground during school hours. At the beginning of 2015, we opened our undercover multipurpose space which is specifically designed for PE and sports but is ideal for all community events.

The School has also just finished a major renovation of the main buildings, including the construction of a new gym.



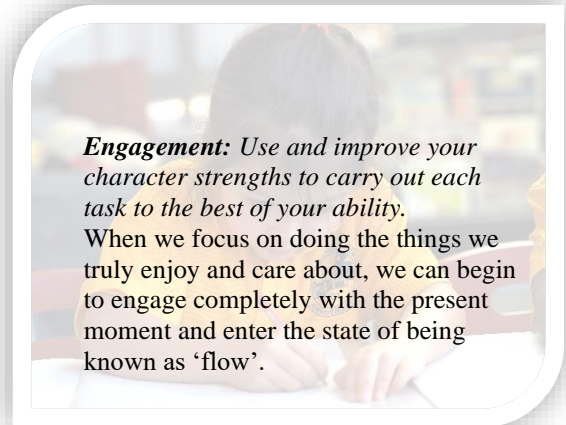
Oakleigh Primary School

The values that form the basis of actions in our learning community are:



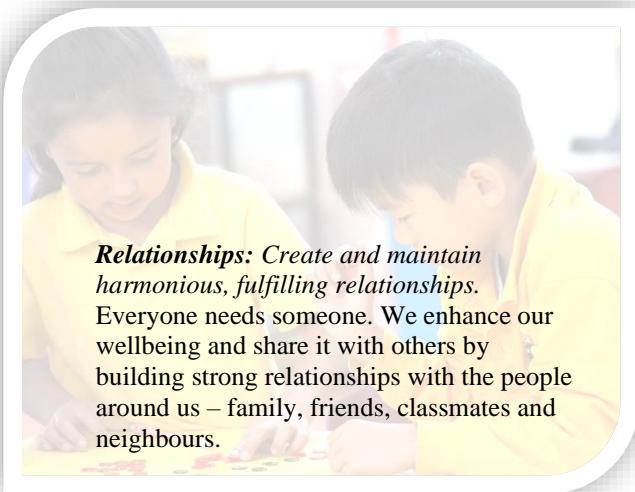
Positive Emotion: Train your mind to focus on the positives rather than the negatives; be resilient.

Happy people look back on the past with gladness; look into the future with hope; and enjoy and cherish the present. Having the ability to recover strength, confidence and good humour. When things go wrong we are able to 'bounce back' or 'bounce forward'.



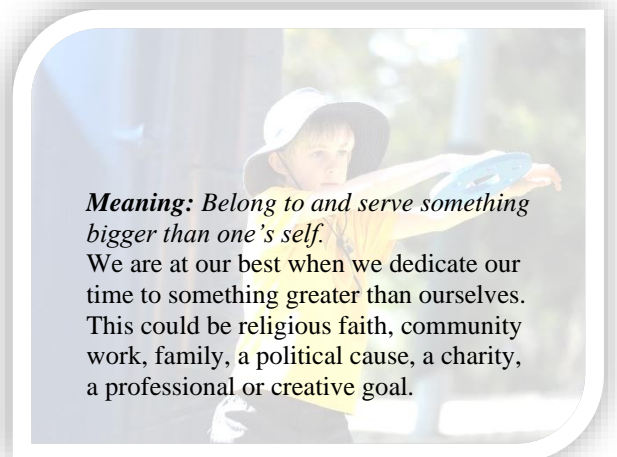
Engagement: Use and improve your character strengths to carry out each task to the best of your ability.

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.



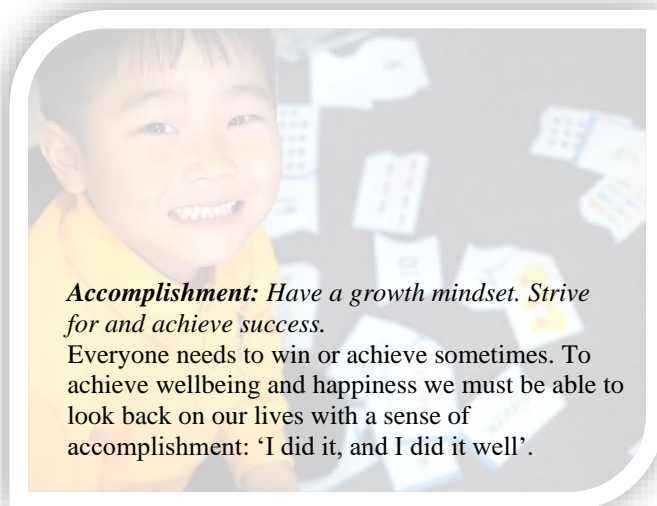
Relationships: Create and maintain harmonious, fulfilling relationships.

Everyone needs someone. We enhance our wellbeing and share it with others by building strong relationships with the people around us – family, friends, classmates and neighbours.



Meaning: Belong to and serve something bigger than one's self.

We are at our best when we dedicate our time to something greater than ourselves. This could be religious faith, community work, family, a political cause, a charity, a professional or creative goal.



Accomplishment: Have a growth mindset. Strive for and achieve success.

Everyone needs to win or achieve sometimes. To achieve wellbeing and happiness we must be able to look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.

STUDENT WELFARE

Student Code of Behaviour

Oakleigh Primary School believes that students learn best in a secure, happy, non-discriminatory environment in which the rights of the individual are respected and within which personal responsibility and self-discipline can be developed.

The Code of Behaviour for students at Oakleigh Primary School has been formulated within and is consistent with DET Regulations.

Students at Oakleigh Primary School have the following rights:

- the right to be safe
- the right to be treated with respect
- the right to work, learn and play without interference

There are 5 basic expectations of all students:

1. move and play safely
2. care for yourself, others and property
3. resolve problems calmly, sensibly and fairly
4. respect others through your speech and manners
5. work as well as you are able and allow others to do the same

At the beginning of each year teachers and students will establish classroom codes of behaviour within each grade that are consistent with the whole school code of behaviour and linked to our school values.

School and Class Codes of Behaviour are displayed prominently around the school. A copy of each classroom's Code of Behaviour will be sent home at the beginning of the school year for parents to read and sign with their children.

Strategies

At Oakleigh Primary School we have a consistent approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. We are committed to the following strategies:

- giving positive reinforcement to improve self-esteem, for example Sport and Performing Arts Awards, Student of the Week
- acknowledging student achievements at whole school assemblies and in the Newsletter
- encouraging friendships
- requiring students to accept responsibility for their actions
- providing adequate supervision in the school grounds
- encouraging understanding and awareness of the school rules
- promoting the values of honesty and fairness
- developing pride in the school
- conducting social skill development sessions
- developing strategies in conflict resolution, peer mediation and assertive behaviours
- developing effective listening skills

Consequences

Students are expected to understand the Code of Behaviour and the effect that the breaches may have on themselves and others. This understanding needs to be developed with students having input into the development of the Student Code of Behaviour. Inappropriate behaviour will be matched with a logical consequence.

Consequences may include:

- general warning/caution
- discuss action, obtain different points of view and where appropriate have the child write what happened
- written and/or verbal apologies
- use of Restorative Justice
- withdrawal from a group activity
- lunchtime Time-Out, student documents incident or behaviour and parents are notified
- actively compensate for inappropriate behaviour – community service
- accompanying yard duty teacher
- limited access to school facilities
- referral to Area Coordinator, Assistant Principal or Principal
- seek advice from external consultants or professionals
- suspension and/or expulsion in line with DET Guidelines

Given the above, it is recognised that there may be specific occasions when it is necessary to establish temporary or short term rules to ensure the safety and uninterrupted education of the students.

If inappropriate behaviour continues and the education of other students is compromised, formal DET Student Discipline Procedures will be implemented.

At Oakleigh Primary School we are committed to promoting positive student behaviour through self-esteem, proactive rather than reactive approaches to wellbeing and encouraging and rewarding appropriate social behaviour.

Positive Education

Positive Education at our school is not seen as a program to be taught but as a school culture. By applying a positive lens to our educational setting, through a range of tools and approaches based on the science of positive psychology, our students will be more likely to engage their strengths for personal and community goals and develop a growth mindset that sustains lifelong learning.

We encourage and support our students so that they can flourish. Flourishing is a combination of 'feeling good and doing good'. Positive Education at Oakleigh Primary School focuses on the explicit teaching of skills that assist students to build mutually respectful relationships, promote positive emotions and mindfulness, enhance personal resilience and grit and encourage a healthy lifestyle. We also aim to foster engagement, encourage them to achieve, be grateful for the good things in their life and ultimately, equip them with the qualities to enable them to reach their full potential.



EMERGENCY PROCEDURES

Emergency Information

On enrolment, information is required in relation to phone, address and names of contact in the event of an emergency situation eg. an accident or sudden illness. **It is very important that this information is kept up to date.** Changes of work, phone and address should be notified to the Office or entered into Compass as soon as they take place.

If Your Child Is Sick

Remember that during the school year your child may become ill. A sick child should be kept at home. Infections spread rapidly and we do not have the facilities or the staff to care for sick students for an extended period of time.

Parents should enter all absences into the portal Compass before 9am. Otherwise a phone call to the school prior to 9am and leaving a message on the absence line that your child will be absent is required.

A child must be excluded from school if suffering from certain illnesses. These can be found on the Department of Education's website or on page 33.

Illness/Injury At School

If your child is ill or injured at school, you will be contacted and arrangements made for you to collect your child from the sick bay. Our School Staff will administer basic first aid. All staff have a Level 2 First Aid Certificate and are Anaphylaxis trained .

If the injury or illness is deemed serious enough for hospitalisation, an **ambulance** will be used. The cost of the ambulance is to be incurred by the family of the child concerned, consequently we would strongly urge all families to join the ambulance scheme.

It is important to inform us of any particular physical or emotional problems that your child may have.

Routines

All children benefit from regular adequate sleep. Young children especially find school exhausting. As a general rule a bedtime between 7.30 - 8.30pm meets most children's needs. Younger children may require more sleep, especially when faced with a change of routine.



SCHOOL MEDICAL AND DENTAL SERVICES

A School Nurse visits Foundation students once a year to conduct basic assessments of predominately sight and hearing. This service is also available to all students by referrals as necessary. We ask that you give them your full co-operation. Their advice is valuable if parents or teachers have any health related concerns.

Hearing and Sight

Middle-ear infection is a very common cause of fluctuating hearing loss which may interfere with the student's classroom learning.

Please note and seek assistance if the following points are observed.

HEARING

- Ignoring or misinterpreting commands
- Irrelevant answers to questions
- Faulty speech especially lack of variety of pitch
- Mouth breathing, frequent earache or discharging ears

SIGHT

- Holding books much nearer or further than the normal distance of about 35cm
- Frowning, screwing up the eyelids or frequent blinking
- Sore eyelids, repeated sties
- Tilting the head when reading or watching TV
- Turned eye

Dental

Enquiries and urgent dental treatment can be obtained at Community Dental Services – (03) 9341 1000 or <https://www.dhsv.org.au/home>



PARENT/SCHOOL COMMUNICATION

Compass

Effective communication is vital to the efficient running of our school. A key part of our communication strategy is via the school app 'Compass'. Using our Parent Portal you will be able to:

- * Access information regarding upcoming events and news
- * Approve or enter upcoming or past absences for your son/daughter
- * Download, print and approve upcoming excursions
- * Access your child's Student Progress and Semester Reports
- * Book your Parent/Student/Teacher conferences
- * View up-to-date class and school attendance information
- * Pay school fees, charges and contributions
- * Update your registered email and mobile number (used for SMS alerts) details

Parent/Teacher Interviews

If you have any concern regarding your child, please contact the class teacher or the Principal to arrange a meeting. Similarly, teachers may seek your co-operation in attending a meeting to discuss any matters of concern.

Each year parents are informed of Parent /Teacher Meetings and Information Sessions. Watch the Newsletter for Parent /Teacher Meeting arrangements.

Reports

Written reports are sent home at the end of Terms 2 and 4.

Newsletters

Every second Tuesday the Newsletter is sent to parents via our messaging app 'Compass' and published on our website www.oakleighps.vic.edu.au. This is our way of keeping the school community informed.

Periodically, students will also bring home notices on other days of the week, so it is important to check your child's Homebook and bag daily.

Parental Involvement and Assistance

Oakleigh Primary School enjoys strong and active community support. Parental involvement in all aspects of the school is appreciated and strongly encouraged.

Parents are directly involved through:

- classroom helpers – literacy, numeracy, arts and computers
- library support – book covering, mending, reshelving
- school council and committees
- contributing to school policy
- attending school events and evenings

Ensure your children are ready for school and learning at the commencement of each day by:

- making sure they are at school on time
- ensuring that they have had enough sleep
- providing a nutritious breakfast, snack and lunch
- checking the take home book
- spending a few minutes to make sure that they have all they require for the day

Staff Emails

Staff emails are distributed at the beginning of each year. Please use these to let your teacher know if your child is going to be away or if anything has happened which might impact on their wellbeing/happiness both at school and home.

ATTENDANCE/ABSENCES

Punctuality

Encourage punctuality and regular attendance. All students **must** arrive at school **before** 8.50am each morning and remain at school until dismissal time (3.30pm).

Leaving During School Hours

If your child has to leave school for an appointment, or due to illness, or for any other valid reason, please notify the school and put the attendance note into Compass. The arrangements can be detailed in the Homebook. The parent/guardian must also come to the school office and sign the student out via the School's iPad. Students are then issued an early leave pass which must be taken to the child's teacher. Your child must be collected by you or by someone whom you have authorised.

Late Arrival

If your child arrives late to school, you (parent/guardian) must sign them in late at the office via the School's iPad and collect a late pass which is given to the class teacher..

Absence

If your child is going to be absent for the day, please put the absence note into Compass before 9am. By Departmental Policy if a child is marked as unexplained absence the school is required to notify parents or carers as soon as practical that same day. A notification via Compass will be sent to parents if your child is absent without an explanation.

If you know your child will have an extended absence due for example to a family holiday, a written note must be provided and well as entered in Compass.

Never allow a child to remain home unless genuinely ill. It is common for children to periodically want to stay at home throughout their schooling. Parents are not doing their children any favours by allowing them to take days off school. It's Not OK to be Away!

Please note that students are not to be left unsupervised in the playground. Teachers are not officially on yard duty before 8.45am or after 3.45pm.

A Before and After School Program is available.

UNIFORM

All students at Oakleigh Primary School are required to wear school uniform.

Uniforms avoid a range of problems that arise from time to time, both at home and school, such as the daily dilemma of “What will I wear today?” The uniform is functional, inexpensive and comfortable and is available for purchase from our onsite Uniform Shop.

Oakleigh Primary School supports a Sunsmart approach and all students must wear a hat during playtimes and sport from 1st September to 30th April. You can purchase a school hat through the Uniform Shop.

The wearing of school uniform is expected when the students represent our school on excursions or in performance.

Winter Uniform	Summer Uniform
<ul style="list-style-type: none"> • Navy blue track pants • Navy blue cargo or bootleg pants • Gold long sleeved Polo Shirt • Navy blue winter tunic • Navy blue bomber jacket or windcheater 	<ul style="list-style-type: none"> • Navy blue shorts • Navy blue skorts or culottes • Gold short sleeved Polo Shirt • Navy blue bomber jacket or windcheater • Legionnaire, bucket or slouch hat • Blue and white gingham dress

A school bag is available. It is extremely hardwearing and designed to last for the duration of your child’s primary school years.

A long sleeved smock is required for Art and a book bag is required for Library.

A Tshirt in house colours will be required for school house events held during the year. Students from Years 5 and 6 compete in Interschool Sports and will require appropriate sports uniform as detailed by the Sports Teacher.

For safety and well-being, all students should wear appropriate footwear, especially for sport. Uncovered toes are not advisable in the playground.

NOTE: FREE DRESS DAYS:

- shoulders should be covered, tank tops and singlets are not to be worn
- thongs, high heeled shoes and long earrings are not suitable for school

Purchasing Uniform

The Oakleigh Primary School uniform range is available via the following options:

- Online: www.spartanschoolworld.com.au
Select Oakleigh Primary School from the “ FIND MY SCHOOL” drop down menu
- Click and Collect: Order online and collect instore
- Visiting the store Spartan School World. 914 Nepean Highway Service Road, Hampton East. 3188
Opening Hours Monday/Wednesday/Friday 12.00pm to 5.00pm
1st Saturday of every month 9.00am to 12.00pm



GENERAL INFORMATION

Personal Belongings

It is not advisable for students to bring to school “precious items” such as toys, sports equipment, jewellery, radios, Ipads, calculators, etc. These are all too easy to lose or misplace.

It is normal for children to exert pressure on parents to be allowed to show personal items to friends and teachers. Whilst we do not encourage students to bring such items to school, it is inevitable that it will happen on some occasions.

All items of personal property should be clearly labelled with the child’s name and grade. On no account should personal belongings be left unattended or be given into the care of other students.

House System

All students are allocated to Houses with the students from the same family placed in the same House. The four Houses are;

- McMillan – Red
- Moresby – Green
- Nelson – Gold
- Logie – Blue.

Web Page

Oakleigh Primary School’s home page address is: www.oakleighps.vic.edu.au and has information regarding our school environment and calendar. Please check for updates and changes.

Visitors

All visitors, including parent volunteers, are to report to the office to sign in using the School’s ipad and to collect a lanyard for identification.

Lost Property

All clothing must be clearly marked with your child's name. Encourage your child to be responsible for his or her belongings. If property is misplaced, a lost property area is kept in the corridor area opposite the old library.

Lunch Arrangements

Students eat play lunch and lunch in the classrooms under the supervision of their teachers as we have a number of students with severe allergies. We also encourage ‘nude food’. Nude Food is food without excess packaging. This reduces the amount of 'stuff' that needs to go in bins to be sent to landfill. Durable, reusable containers are a great way to bring food, as they may last from pre-school through to high school and beyond, providing long term cost savings and environmental benefits

Food may be brought from home or a lunch order can be purchased online via AJ Bakery in East Bentleigh. Parents/Guardians are urged to download the ‘Qkr’ app which enables families to order lunch orders online.

It is suggested that Foundation students have home cut lunches for the first few weeks, as any confusion with lunch orders tends to be upsetting. Parents can assist by ensuring that:

- The child's food is packed in a clearly marked lunch box
- Play lunch (a snack eaten at recess time) is wrapped separately from big lunch (sandwiches or similar eaten at lunch time)
- Fruit for fruit break is separated from the other food and cut into manageable pieces

AS THERE ARE A NUMBER OF STUDENTS WITH NUT ALLERGIES WE STRONGLY DISCOURAGE BRINGING FOOD WHICH CONTAIN NUTS OR NUT TRACES

Drinks should be in plastic or cardboard containers, easily managed by the child. **PLEASE DO NOT SEND BOTTLES OR CANS.** In summer, water is the best drink and is always available from the outside drinking fountains. Students are encouraged to bring a drink bottle for water during class time.

Oakleigh PS is a confectionery free zone during school hours. We discourage confectionery being sent to school to celebrate birthdays.

Lunch Orders

Oakleigh Primary School currently uses the services of AJ Bakery in East Bentleigh to provide lunch orders to students Monday through to Friday.

Council was impressed by the fact that the Bakery has a very broad menu, is reasonably priced, makes all their own food and importantly has very high standards in food storage and safety.

Orders for lunch are done online using the App 'Qkr'. All lunch orders must be submitted by 9am.

Collection of Money

If your child is to bring money to school, please seal it in an envelope with the child's name, grade, amount enclosed and what the money is for, written on the front.

Jane Simpson Year Foundation
 Donation to State Schools Relief Fund
 \$3 enclosed

School Council

School Council is responsible for the maintenance and policy development of our school. The role of the Council in decision making and the running of the school is of growing importance and responsibility. There are 12 members on our School Council, 7 parents, 3 members of staff, 1 co-opted community member and our Principal.

Elections are held each year in March, when half the Council are due for re-election. Counsellors are elected for a two year period. Parents are welcome to attend the monthly meetings to observe or voice their opinions when invited to do so during the meeting. However, only School Council members are able to cast a vote.

Volunteers

There are opportunities for parents to directly participate in school activities such as, Excursions, School Events, assistance with maths and reading programs and participation in environment groups and subcommittees of School Council. All volunteers are required to have a Working with Children Check.

Mobile Phones

In line with Departmental Policy student phones need to hand to their teacher at the beginning of the school day. The phone will then be locked away securely until the end of the day. If your child brings a phone to school please ensure that it is labelled clearly.

PARENT FINANCIAL COMMITMENT

We offer an extensive curriculum program that is partly funded by the Government but requires a financial commitment from parents to ensure that all students receive as broad a range of quality programs as possible.

The school will ensure that no family or child will be discriminated against due to financial hardship and parents experiencing any difficulty with payment are expected to contact the Principal or Assistant Principal in order to discuss the matter.

Charges cover all incursions, excursions, educational programs, senior school sport & books & stationery items for the year.

Parents are given the option of paying for the full year up-front or half yearly. Periodically a reminder note indicating overdue monies will be sent home to parents. This is done to assist parents with their family budgeting and is not meant to cause any embarrassment.

Assistance with Payment Contributions

Camps, Sports and Excursions Fund (CSEF)

In 2015 the government introduced the Camps, Sports and Excursion Fund (CSEF) to help families with the school contributions. To qualify parents must hold a valid Centrelink Health Care Card or Pensioner Concession Card or be a holder of Veterans Affairs Gold Card.

Please contact the office to obtain and complete a CSEF form if applicable. Any delay in contacting the office regarding CSEF will result in no payment assistance as the Department does not accept late applications under any circumstances. An allowance of \$125 per student per year is available.

State Schools Relief

State Schools' Relief is a not for profit organisation that supports the needs of underprivileged Victorian government school students by providing new school uniforms, shoes and educational resources. Visit <https://ssr.net.au/> for more information.

Payment Plans – Individual family confidential payment arrangements can be made by contacting Jane McClelland (Business Manager) on 9568 0558 or mcclelland.jane.1@edumail.vic.gov.au.

CURRICULUM

School Curriculum Programs relate to the guidelines provided in the Victorian Curriculum.

English

At Oakleigh Primary our learning and teaching program are based on the Victorian Curriculum, a strategic and comprehensive approach to successful early literacy development. Students come to school with a wealth of language and are provided with a variety of experiences in the areas of Reading and Viewing, Writing, Speaking and Listening.

Students are exposed to a wide range of texts, fiction books, nonfiction books, poems, songs, rhymes, fables, fairy tales. They are encouraged to experiment with writing and are given many opportunities to become confident speakers and attentive listeners.

Home Reading provides students with the opportunity to choose text to read at home with the family. This is a wonderful and rewarding time for all! It develops a love of literature, stimulates an interest in print and helps students see reading as a leisure time activity. Read with and to your child and follow up with a discussion. When your child is ready to read to you – it is an exciting time for everyone!

Spend some time with your child to browse through the text, discuss the pictures, difficult words and characters, to give your child an idea of what it is about before you share the reading experience.

Parental involvement is welcomed and encouraged in the classroom and we aim to develop a shared understanding of children's literacy learning. Programs for parents are offered throughout the year.

Classroom Helpers Program

This Program is held in Term 1 and is an interactive course that develops in participants an increased understanding of the development of literacy skills and provides ideas in how to provide support for students in classrooms.

All teachers are grateful if parents are willing to listen to students read. Please check with the grade teacher as to the best time for you to help. Our Assistant Principal and Junior School Learning Specialist runs "Parents as Classroom Helpers" sessions for anyone interested in becoming a classroom helper.

Maths

The Early Years Numeracy Program is a resource for schools to use when planning and implementing a strategic and comprehensive approach to early years mathematics teaching and learning for all students in the first five years of schooling.

Students are provided with maths learning experiences that are challenging, exciting and enjoyable, as well as useful in achieving a range of purposes and solving a range of common daily problems. Students are encouraged to work with their class teacher at their own rate of mathematical growth.

Structures within all classes cater for individual differences through the provision of open ended learning activities and tasks. A wide range of equipment is always available at all age levels. All mathematical concepts are progressively developed within the context of meaningful learning situations. Mathematics learning at all levels encompasses cooperative learning and child centred problem solving activities, as well as the use of modern technology such as computers and calculators in all levels.

Teachers use formal and informal assessment methods for monitoring the students's progress.

In today's mathematics classrooms:

- teachers have high expectations that students will learn mathematics
- teachers focus on each child's mathematics learning needs and foster a positive disposition towards Mathematics
- students work as a whole class, in small groups and individually
- mathematics concepts and strategies are explained using materials and everyday language
- students are actively involved in using mathematics to solve real problems
- students share their learning and are given feedback and encouragement by the teacher and other students
- mathematics is part of the daily program and where possible is integrated with other curriculum areas

STEAM Education is a term used to refer collectively to the teaching of the disciplines of science, technology, engineering, the arts and mathematics. It involves a cross-disciplinary approach to teaching that increases student interest in STEAM-related fields and improves students' problem solving and critical analysis skills. Our goal is to increase student engagement in these areas, develop innovation and problem-solving skills, stimulate learning and improve academic knowledge and skills in these disciplines. We are also committed to building in our student a positive disposition to pursuing these disciplines in Secondary School and as a career.



At the completion of our building project we will be designating a teaching space to support the teaching of STEAM. Through our Enrichment and Support Programs we also offer opportunities for our students to undertake projects and investigations in these areas, including external competitions eg. The Science Fair and Maths Olympiad.

Inquiry Learning

The Inquiry Learning Program at Oakleigh Primary School includes the key learning areas of History, Geography, Health, Civics and Citizenship, Science, Design & Technology, Digital Technology and Critical and Creative Thinking. These units are strategically planned across the school so that there is no duplication from year to year and a sharing of resources between levels. Every unit of work has a particular key learning area focus.

The Inquiry program is certainly an area where a lot of enthusiasm and interest is generated with the students. Incursions, excursions and camps are generally aligned with these units.

Specialist Programs

Library

Our Library is large, bright and airy and full of interesting books catering for the diverse needs and interests of all our students. The students have library lessons focussing upon literature and research skills. Our Library is computerised for improved management and this allows access to the latest library technology for students, teachers and parents. Currently our Library has been relocated to the historic Red Hall due to renovations.

Visual Arts Program

The aims of this program are to:

- develop in students a growing awareness of the world around them through the study of line, texture, pattern, colour and shape
- to enable students to communicate their feelings and ideas through a variety of media
- to develop skills, originality, imagination and confidence in using different materials
- to develop an awareness of art in cultures around the world as seen through their eyes



Activities for all students are planned mainly in the following areas:

drawing	clay modeling
painting	textiles
print making	construction

Performing Arts Program

All students are taught music exploring rhythm, pitch, tone colour, dynamics and style through singing, moving, dance and drama by our Performing Arts Specialist.

Our School Choir and Glee Club rehearses weekly and performs regularly. The students have opportunities to perform at school concerts, assemblies as well as outside performances.

A Tutor Music Program is in place, whereby parents may elect for their child to receive private music lessons during school hours. Lessons are available for a variety of instruments including piano, keyboard, drums, guitar, recorder and voice. A fee is payable for this tuition by music professionals. For more details please request the Tutor Music Program brochure from the school office.



Language Other Than English - (LOTE)

Our LOTE is Japanese. The program operates from Foundation to Year 6 and involves students in cultural studies of Japan as well as studies of the Japanese language. Class teachers work in conjunction with the Japanese teacher to provide varied learning experiences across a number of other curriculum areas.



Health & Physical Education

Health, Physical Education and Sport have a high profile in our school that is generously funded to enable all students to have maximum skill practice and access to quality resources.

Whole school planning enhances learning in the areas of safety, nutrition, sexuality, drug education and health issues. A comprehensive program is followed so that students are exposed to all aspects of physical education: ball handling, minor/major games, athletics and cross country, gymnastics, fitness, orienteering, swimming and water safety.

Parents and members of the community sporting groups are encouraged to participate in and help with aspects of the Health and Physical Education Program.

Students need to be suitably dressed for physical education. This includes shorts or tracksuit pants, T-shirts, runners, and hat and sun-screen in the summer months.

During the lunch break our sports store is open for the students to borrow equipment. All equipment must be returned at the end of that session.



Interschool Sport

All students in Years 5 and 6 participate in Interschool Sport. In Terms 1 and 4 sport is held between 9.00 and 11.00 am to avoid the hottest time of the day. In terms 2 and 3 sport is held after lunch. Sports include netball, basketball, football, soccer, bat tennis, tennis, softball, tee ball and rounders.

Athletics and Cross Country

Students have the opportunity to participate in School, District, Regional and State Athletics Championships and Cross Country events.

Digital Technologies

A networked computer laboratory has been set up which houses 25 desktop computers, all networked and with Internet access. All students from Foundation to Year 6 attend a computer session each week. Networked computers or smart tablets are also in each classroom allowing students to use them as an integral part of their learning program.

Due to building works, our networked computer lab has been disassembled however class sets, including smart tablets are available.

Disability/Impairment Program

The needs of students with disabilities, impairments or problems in schooling are catered for in the school Integration Program. This program also caters for students with a range of other "special needs" which may be related to cultural background, socioeconomic factors or giftedness. The class teacher in conjunction with school support staff and integration aides is responsible for the development, implementation and assessment of this program.

English As An Additional Language (EAL)

Special programs are offered to those students with little or no English. A teacher works with small groups of students to supplement their class work and offer intensive oral practices.

DIRECT EXPERIENCE PROGRAMS

The School program provides experiences that will enrich the student's total development. These include excursions, cultural incursions, camps and physical education.

Excursions/ Incursions

The direct experiences through excursions and incursions provide a nucleus around which the curriculum program is enriched and extended. Every attempt is made to inform parents at the beginning of the year of the excursions and incursions that will take place later in the year.

Camps

Oakleigh Primary School has a developmental camping program that operates from Year 3 to Year 6. The venues may differ from year to year. As well as being of great value in the area of social development, the camps are an integral part of the school's educational program and the activities on camp serve to enrich many areas of the curriculum.

Swimming

All students receive swimming instruction at the Doug Ellis Pool at Monash Clayton each year. The cost of this program is met by parents and all students are encouraged to attend in order to become confident and competent whilst in the water.



OUT OF SCHOOL HOURS CARE

A funded Out of School Hours Program is conducted at the school every school morning and afternoon in the gymnasium. Facilities include indoor toilet access, kitchen facilities and various other activity resources. Varied activities are planned for each day which may include quiet homework time, cooking, craft making and access to computers.

FEES

Administration Fee \$20 annually upon registration

BEFORE SCHOOL CARE

Times 7.30am - 8.45am (Breakfast is included in the cost)
Cost \$15.00 for session

AFTER SCHOOL CARE

Times 3.30pm - 6.00pm
Cost \$25.00 for the session

A healthy school snack is included in the cost.

Prices are subject to review. Fee Relief is available and all families are encouraged to apply through Centrelink.

Students *must* be collected by 6.00pm

The Service will charge \$20.00 per 15 minutes of part thereof per family for the child/ren not collected from the OSHC Program by 6.00pm.

Further information can be obtained from the OSHC Parent Information Book or phoning OSHC during program hours on 9568 2983. Outside of these hours please contact the school office.



STARTING FOUNDATION

Age of Entry

A child must be five years of age by 30th April in the year of admission. Evidence of the child's date of birth must be supplied by way of a Birth Certificate or an Extract of the Birth Certificate.

Foundation Orientation

To assist newly enrolled Foundations to adapt to school, we hold four orientation sessions in Term 4 of the year prior to their attendance at school.

School Readiness

Students who have a happy and successful first year of school develop an important foundation for future learning and a positive school experience.

“The Foundation year is when students learn to see themselves as being able to achieve. Whether they do or do not matters. Students who are performing well at the end of first year tend to maintain that”.

Dr Christine Ure, Associate Dean, University of Melbourne's Faculty of Education

Experience indicates that students starting school should display the following competencies:

<p>Social</p> <ul style="list-style-type: none"> • Play co-operatively with other children • Co-operate with adults other than family • Initiate conversations with others • Display age appropriate behaviours 	<p>Emotional</p> <ul style="list-style-type: none"> • Separate easily from parents • Express own needs verbally • Pay attention in a group situation • Concentrate on a task (5 minutes) • Persevere with a task that they find difficult • Have confidence in their own ability • Accept rules
<p>Physical</p> <ul style="list-style-type: none"> • Go without sleep during the day • Use the toilet unaided/wash and dry own hands • Take own clothing on and off • Manage own lunch box items and drink 	<p>Find Motor Draw a Recognisable Person or Object</p> <ul style="list-style-type: none"> • Cut with scissors • Copy recognisable shapes
<p>Academic</p> <ul style="list-style-type: none"> • Recognise own name • Attempt to write own name • Enjoy listening to stories • Identify basic colours • Show an interest in print eg names and signs • Recite familiar rhymes and jingles, including the alphabet • Recognise some numerals 	

Attendance for Foundation

Foundation students start school on the same day as the rest of the School and attend from 9.00am to 3.30pm for Monday, Tuesday, Thursday and Friday for the month of February. Students need to bring a snack and lunch. Foundation students do not attend school on Wednesdays but are given individual/assessment times to attend.

On the first day of school tears may well be in the eyes of both child and parents. The students will be comforted and encouraged by the teachers. Once your child is admitted to class we would like to welcome you into the Staff Room for comfort, a cuppa and a chat.

The ideal time for all students to arrive at school is ten minutes before school begins at 9.00am to enable them to settle in with friends and prepare for their day. A bell rings at 8.50am for the students to line up prior to entering the classroom ready for 9.00am start. Monday morning begins with a whole school assembly.

Commencing 1st March, Foundation students will attend school every day at normal times.



Settling In

The new setting of the classroom is probably the most “demanding” situation that the child has yet experienced both in time and attention – socially, emotionally and physically. A combination of paying attention, listening, sitting still and keeping quiet at appropriate times can be very hard work for a small child. Some students suffer fatigue due to over stimulation and excitement of the day’s program. This applies less to the child who has had preschool experience.

Parents can expect some children to be cranky, bad-tempered and badly behaved when they get home, and yet the teacher might insist that the child has been perfect all day. Both statements can be true because almost all students exhibit a different social behaviour, particularly in new situations, to that shown mostly at home. It is also the case because the students try so hard to work on their learning, at pleasing the teacher and making friends that they are worn out come home time, just as we adults are after a hard day at work.

Ignore, rather than punish, after school crankiness. Welcome the child home – home is a very special place. Have a cool drink waiting then have a quiet chat about the day. Show your child that you are interested and encouraging.

Make sure that your child arrives at school on time. Coming late often leads to a worried child and emotional disturbance. Additionally, a hurrying, worrying child can be a likely candidate for an accident.

Some students settle into school life amazingly quickly but then, after a few weeks, suddenly cry and perform at the prospect of school. There can be a number of reasons for this. School is the biggest step your child has taken yet and it can be bewildering and tiring. Sometimes the realisation that school is “every day” is overwhelming. Again, be positive! Give words of encouragement and support. Try not to notice the tears and do not show that you are upset.

Occasionally children may wet the bed during the early part of the first school year. This is possibly an anxiety reaction and as such requires a moderate approach. Do not draw undue attention to it, for bed wetting is often extended by parental anxiety.

Children coming into contact with numbers of other children can often pick up swear words. These seem to have a magic attraction for some children and they often repeat the words to show off. Other children do not understand that these words are not appropriate. The best approach is to say that sensible children do not use such words, and add simply that YOU and the teacher do not want them to be used.

How You Can Help

- Be enthusiastic. Children like to be praised for their efforts.
- Read to your child regularly. Encourage them to try reading as they are ready. Draw your child's attention to signs and writing on packets.
- Inform the school of any physical or emotional problem your child may have.
- Check school bags/home books daily for:
 - newsletters, notes and circulars
 - lunch box, drink bottle
 - all clothing that left home
 - articles that do not belong
- Encourage your child by admiring, discussing and displaying the work brought home.
- Realise that all children are individuals and develop in different ways and at differing rates and should not be compared mentally, physically, socially and emotionally with other children.
- Remember that your child's first year at school is a year of preparation. Do not become over anxious or expect too much too soon. A great deal of preliminary work must be covered before students read, write and spell.
- Do not hesitate to arrange to talk to the teacher if your child is having any problems.
- On weekend trips encourage your child to take back things to discuss in the class room.
- Talk about the maths that the family uses daily. For example, counting things, measuring, days of the week, time (two or more sleeps to your birthday, half an hour to tea time), concepts such as more, less, heavy, light, recognising coins.
- Name the letters of the alphabet. Encourage your child to write messages.
- Be involved in the activities of the school. If you are able, be parent helpers in programs such as Fundamental Motor Skills and Literacy groups.
- When your child has settled into school you will be invited to take part in various school activities and to attend parent/teacher interviews.

You are encouraged to talk freely with the class teacher, however if you wish to discuss an issue please arrange an appointment at a mutually convenient time so that there is sufficient time to attend to the matter properly. It is unsatisfactory to try and talk to a teacher who is taking a grade. You may make an appointment by seeing the teacher briefly before or after school, writing a note, by email or by ringing the school.

One of our main methods of communication is the School Newsletter. The Newsletter is published fortnightly on Tuesdays via the app 'Compass'. When necessary, special notes are sent home containing information that may pertain to your child. These are placed in the 'Homebook'.

Your Child And Healthy Eating

Good nutrition is an important part of preparing your child for school. Your child has the opportunity to eat at breakfast time, during fruit time (10.00am), morning recess break (10.40am) and lunch time (12.50pm). It is very important that you plan meals that cater for their needs over the day.

Beginning the day without a healthy breakfast is a bit like going on a trip without putting enough petrol in the car. Children who skip breakfast:

- lack energy
- have poor concentration
- are missing out on essential nourishment
- feel down
- are more likely to fill up on junk food

A bowl of high-fibre cereal with milk and some fruit (eg fresh or tinned) is one simple way to provide a healthy start to the day.

Active growing children need to snack during the day to get the energy they need. The snacks chosen for recess time should provide nourishment as well as energy.

Planning Smart Lunches

- plan ahead so that you have the ingredients available
- ensure that a variety of foods is included in children's lunchboxes
- involve children in the selection of foods from the five different food groups
- give children a choice in what they eat to reduce the number of uneaten lunches. If possible, involve children in preparing their own lunch.

Children also need to drink plenty of water each day but they need to limit the amount of drinks that are high in sugar.

KINDERGARTEN PROGRAM

Oakleigh Primary School Kindergarten is unique in our local community. We are the only school to be offering a Kindergarten program for 3 & 4 year-old children. All groups have 22 places and are led by a teacher and one educator. The Kindergarten is an integral part of the school and even utilises some of the school facilities. .



3Year Old Program

In 2022 we will offer two 3yo old groups Green and Red. Green group will have two sessions of three hours each week and Red will come for one session per week of 5 hours. Both will be funded for five hours a week.

Green Group

Teacher: Charlie-Ann Miller

Educator: Michelle Evans

<i>SESSION TIMES</i>
<p>Green Group</p> <p>Tuesday: 8.30am to 11.30am</p> <p>Thursday: 8.30am to 11.30am</p>

Red Group

Teacher: Simone Glenn-Ward

Educator: Saori Ryan Okada

<i>SESSION TIMES</i>
<p>Red Group</p> <p>Friday: 8.30am to 1.30pm</p>

4 Year Old Program

In 2022 we are offering three 4yo funded kinder groups. All three 4yo groups (Blue, Orange & Purple consist of two sessions per week of seven and a half hours.

Blue Group

Teacher: Charlie-Ann Miller

Educator: Saori Ryan Okada

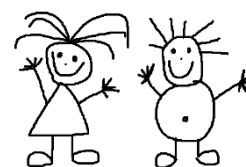
<i>SESSION TIMES</i>
<p>Blue Group</p> <p>Monday: 8.30am - 4.00pm</p> <p>Wednesday: 8.30am – 4.00pm</p>

Orange Group

Teacher: Simone Glenn-Ward

Educator: Yumi Oishi

<i>SESSION TIMES</i>
Orange Group Monday: 8.30am - 4.00pm Wednesday: 8.30am – 4.00pm

Purple Group*Teacher:* Belinda Zajda*Educator:* Madhu Mukherjee

<i>SESSION TIMES</i>
Purple Group Tuesday: 8.30am - 4.00pm Thursday: 8.30am – 4.00pm

Extended Care

This is a mixed aged program with children from three and four year old groups welcome to attend. The emphasis of the program is on relaxation, rest and supporting children to play and build social connections. This is positive for their social development, will help in their school transition and also brings the kinder community together. All sessions are fully supervised by two qualified diploma educators and are limited to 22 children.

Please note that the Extended Care program is an additional cost to Kindergarten. The fees are based purely around the cost of operating the service. We ask for the same yearly commitment as we do with the kindergarten groups, and the fees will be on the same invoice as your kindergarten fees, paid either per term or annually.

The Extended Care session is offered dependent on minimum enrolment numbers and is subject to change based on these numbers. Every effort will be made to advise parents/guardians prior to changes being implemented.

2022 Timetable

	PURPLE GROUP	ORANGE GROUP	BLUE GROUP	GREEN GROUP	RED GROUP	EXTENDED CARE
	4 year old	4 year old	4 year old	3 year old	3 year old	3 & 4 year old
	Room 2	Room 1	Room 2	Room 1	Room 2	Room 1
Monday		8.30am – 4.00pm	8.30am to 4.00pm			
Tuesday	8.30am – 4.00pm			8.30am – 11.30am		11.30am to 4.30pm
Wednesday		8.30am- 4.00pm	8.30am to 4.00pm			
Thursday	8.30am – 4.00pm			8.30am – 11.30am		11.30am to 4.30pm
Friday					8.30am to 1.30pm	

Enrolments

All 4 year old and 3 year old kinder enrolments are managed centrally through the City of Monash council. Please access the council website at <https://www.monash.vic.gov.au/Services/Children-Family/Kindergartens/Enrolment> to complete on online enrolment.

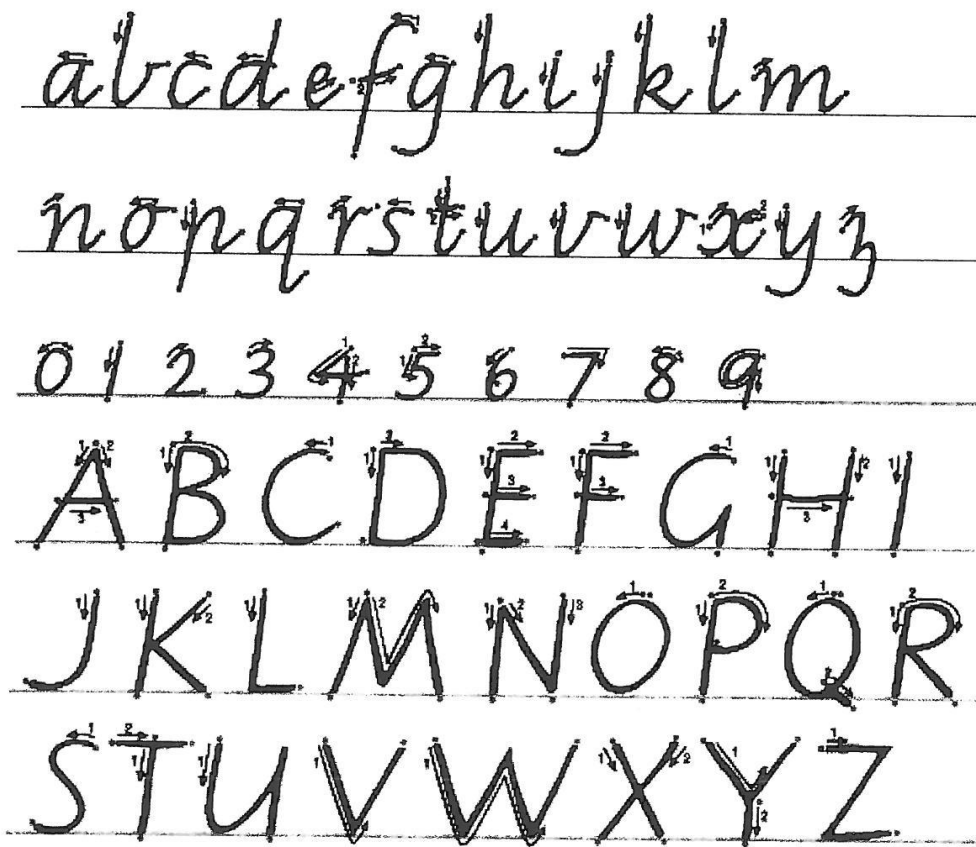
For all other enrolment enquiries contact our Enrolment Officer on 0488 771 709 or 9568 6315.

Appendices

Appendix **A**

Victorian Modern Cursive

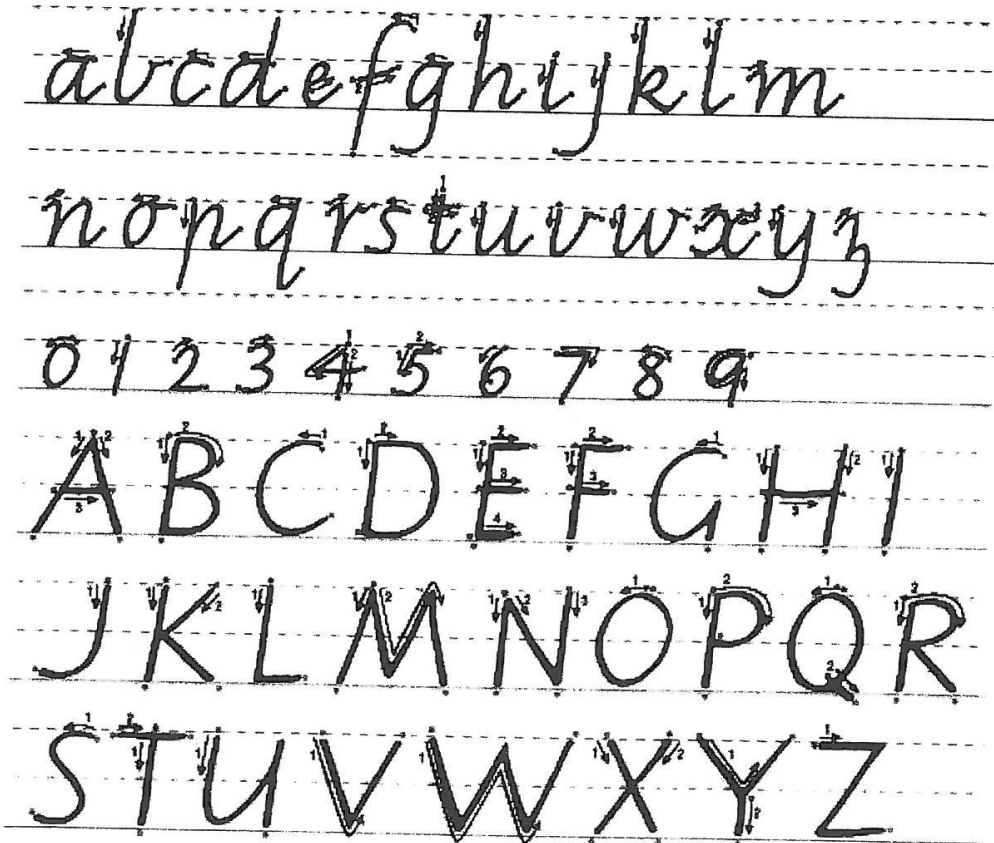
Unjoined including capitals for right-handers
on single lines



Appendix C

Victorian Modern Cursive

Unjoined including capitals for right-handers
on dotted thirds



EXCLUSION TABLE

Schedule 7: Minimum period of exclusion from Schools and Children's Services Centres for Infectious Diseases cases and contacts.

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

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Section on 1300 651 160 or visit ideas.health.vic.gov.au