



John Wollaston  
ANGLICAN COMMUNITY SCHOOL

# THE EARLY YEARS HANDBOOK 2021

## Pre-Kindergarten to Year 2





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## **EARLY LEARNING AT JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL**

Welcome to John Wollaston Anglican Community School. We trust that this year will be a happy and rewarding experience for you and your child. At John Wollaston we understand this time of your child's life is an important stage in his/her development and we will do all we can to assist your child on this journey. Our purpose-built Early Learning Centre (ELC) has been designed to engage the minds of our youngest students and emphasises the School's commitment to Early Childhood Education. I know that you will find it to be a welcoming and stimulating environment, filled with interactive experiences, activities and most importantly, play. Play is accepted as a way in which children create meaning in their world, practise social skills, solve problems, gain confidence and develop positive attitudes toward school and learning. This pedagogy is still key for our Year 2 students as they transition into the older Primary years.

The teachers and educational assistants have prepared this information booklet to assist your child's smooth transition through their early years of schooling. If you have any questions regarding the Early Years, please do not hesitate to ask our Early Learning Coordinator, Melissa Cuming, or me via Donna Brown at Primary Reception. I look forward to meeting you and getting to know your children during their time at John Wollaston Anglican Community School.

**TRACEY ROGERS**  
**HEAD OF PRIMARY**

### **OUR PHILOSOPHY FOR EARLY YEARS EDUCATION**

We are committed to providing quality education and care for all students at John Wollaston Anglican Community School. We recognise the clear evidence that the first years of a child's life are a critical period for learning and development. The early years are the base to build competence in all aspects of child development, learning, behaviour and mental health. High quality education and care set a positive trajectory for every child enabling them to make a meaningful contribution to society as good global citizens.

At the core of our belief regarding the education of young children is that having fun and enjoying school are prerequisites for learning. A sense of belonging enables children to engage in learning experiences. We develop warm and trusting relationships with children and their families and adopt a balanced curriculum, which incorporates play based learning and intentional teaching to address the requirements of the Australian Curriculum, Kindergarten Guidelines, Early Years Learning Framework (EYLF) and the International Baccalaureate (IB) Primary Years Programme (PYP). At John Wollaston, we believe that in a supportive, caring and child-centred learning environment, children will be in the best position to reach their full potential. Our educators are fully qualified Early Childhood professionals and regularly participate in professional learning activities within and outside the school environment to maintain knowledge of best practice in Early Years education. Developmentally appropriate pedagogy underpins all teaching and learning undertaken within the Early Learning Centre (ELC). All staff implement a variety of age-appropriate strategies which are effective in engaging young learners; responsive to students' needs and based on ongoing learning and reflective practice. We have a strong focus on providing a curriculum

which caters for the developmental requirements of each child, both academically and socially. Through an inquiry approach and intentional play, our children learn through curiosity, wonder and social interaction.

### **Learning Environment**

In the Early Years, we believe it is essential that the learning environment be one in which students feel welcomed, safe and challenged to learn. Staff need to be approachable, friendly and enthusiastic. Early, positive teacher/student attachment is crucial and all staff are provided with training on the ‘Circle of Security’ attachment model as part of their professional learning. By being well organised and knowledgeable, we are able to make learning interesting. The physical learning environment must remain colourful, attractive and stimulating. Student work creates a friendly and fun atmosphere for all of the children and families to enjoy and celebrate thus establishing a sense of place where children feel they belong.

We create an inquiry-centred classroom, aligned with the IB PYP philosophy, where children are encouraged to have a voice and become principled, reflective thinkers. Each classroom has areas created that allow for self-expression; such as a home corner, theatre, painting, construction and collage space. There are areas to promote thinking and the inquiry process such as artifact tables, water trays, a vegetable garden and other types of provocations. These planned areas promote specific outcomes and learning through intentional play. We understand that we must honour individual student inquiries and use these to build interest and knowledge in our students’ school experiences.



We believe that the outdoor learning environment is an extension of our classrooms and therefore needs to be planned to stimulate and promote creative thinking, exploration and questions from the children. Where possible we will endeavour to create a link between the inside and outside learning environments by bringing the natural world and materials inside and inquiry learning into the outdoor environment. We recognise the importance of Nature Playgrounds and a ‘Wild Space’ for both cognitive and social development and are developing new areas for our students to explore, based on areas of

bush and loose play with natural materials. This affinity with the natural world is a significant aspect of our philosophy. With this in mind, all students now have a set of Wellington boots, a raincoat and protective trousers so they can play outdoors all year round; rain or shine.

### **Balance – the Whole Child**

We understand that all children have different strengths, challenges and interests. We regard each child as an individual, requiring specific intervention best suited to match his/her developmental growth. We believe our strong specialist, extension and support programs contribute to the provision of a balanced curriculum. We recognise the importance of evidence based assessments, data collection and Occupational Therapy and Speech Pathology screenings to ensure we can target our teaching and learning to the specific needs of our students. This incorporates tracking student progress over time to give each



child the opportunity to develop to his/her full potential. We are committed to the implementation of evidence based learning programs such as Jolly Phonics and Jolly Grammar, Guided Reading, Talk for Writing and providing daily opportunities for children to write, develop mathematical skills, enhance speaking and listening skills and to expand their socio-emotional awareness.

Our Early Learning staff are well equipped to provide for children's different learning styles. At John Wollaston we believe it is important to offer a learning environment in which these diverse learning styles are acknowledged and catered for in the 'day to day' delivery of the curriculum. We understand that we need to build on each child's skills and interests through the years and we develop differentiated programs and learning experiences that will encourage this progression and development. We endeavour to develop the School's Core Values, the PYP Learner Profile and Character Strengths to develop balanced children who have the key skills and attributes required to survive and succeed in a fast paced and changing 21st Century.

## Play

According to the EYLF, play based learning can be defined as:

*A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.*

Children learn best through a play orientated environment. Play is an essential part of children's development and it facilitates learning in all areas including their physical, social, emotional, and cognitive development. Through play children are able to discover new concepts, use language and explore emotions in a safe way. When playing, children are actively engaged, and intrinsically motivated to discover, solve problems and explore their world. Children should be given ample opportunities to engage in lengthy periods of child initiated play every day. Whilst children are engaged in their play, adults are able to scaffold their learning by stimulating and extending each play experience. Teachers plan provocations in the environment to initiate interest in specific play experiences and develop further learning opportunities for the children. This intentional teaching and learning is crucial in a rigorous and stimulating learning environment.



## Social and Emotional Development

Pastoral care at the School informs and guides the pedagogy of teaching. We aim to create 'Bright Futures' for our students. A 'Bright Future' is characterised by lifelong learning, resilience, displaying empathy for others and making a positive contribution to our world. We acknowledge the importance of our role as educators in promoting the emotional development of all students. We adopt a proactive, preventative approach that is grounded in the core social and emotional learning competencies according to CASEL (Collaborative for Academic, Social and Emotional Learning) and the central tenets of Positive Psychology. Each program and strategy is carefully matched to the developmental needs of our students.

In the Early Years, the Kimochis program and the PATHS (Promoting Alternative Thinking Strategies) program are implemented to complement Protective Behaviours lessons and other aspects of socio emotional learning embedded in the PYP curriculum.

In order to succeed at school and in the 21st Century we understand as Early Childhood professionals that children need to develop key skills to communicate effectively, interact appropriately with others and cope with the pressures of everyday life. As well as these key programs we will give every child the chance to develop social and emotional competence and confidence to survive in the fast paced world in which we live through the incidental experiences that come from play based learning.

## GENERAL INFORMATION

### TELEPHONE NUMBERS

- The Primary Office telephone number is 9495 8118.
- The Early Learning Centre Office telephone number is 9495 8166.
- Both offices are attended by Administration staff.
- Class teachers are unable to take telephone calls during class time.
- Please telephone the Early Learning Centre Office by 9:00am if your child will be absent from school.
- Please also telephone and notify us if you will be late collecting your child.

### ATTENDANCE TIMES

#### Pre-Kindergarten - Little Wollies

- The doors open to the Little Wollies children and parents at 8:45am. Parents are invited in to help their child settle and read a story until the tambourine goes at 9:00am.
- Students are to be collected by a parent/guardian/authorised adult at 2:45pm.

#### Kindergarten

- The doors to Kindergarten open at 8:30am. Parents are invited in to help their child settle for the morning, to do a puzzle or read a story until the tambourine goes at 8:45am.
- Students are to be collected by a parent/guardian/authorised adult at 2:45pm.

#### Pre-Primary, Years 1 and 2

- The children in Pre-Primary Years 1 and 2 attend school Monday to Friday from 8:30am to 3:00pm.
- The children are welcomed into the classrooms between 8:15am and 8:25am. Please encourage your child to complete their routine morning tasks to build their independence.

### ARRIVAL

- Whilst waiting outside, you should remain with your child and ensure that he/she does not play on the outdoor equipment. An authorised adult must bring your child to school, unless other arrangements have been made and the teacher has been notified in writing.
- Parents of Pre-Primary, Years 1 and 2 students can make use of the 'Kiss and Drop' areas once your child is comfortable with making their way to the classroom and preparing for the day. This area is supervised from 8:00am to 8:30am. It is recommended that this is not used for the first few weeks of Term 1 while your child is settling into the new routines.
- Bus children will be met at their bus and accompanied to the ELC by a rostered on member of staff. Year 2 students will be met by a staff member for the first half of Term 1 and accompanied to class as part of the transition to the main campus.
- If your child is ill, we ask parents to call to let us know. We will call parents to locate absent children if we have not been notified.
- If you are late to school, please sign your child in at the ELC Reception and our receptionist will take him/her to class.

## MORNING ROUTINE

- On arrival, please encourage your child place his/her bag on the bag rack and to say 'Hello' to the teacher(s) and education assistant(s) upon entering the classroom. He/she will need to place his/her Communication Folder/Diary in the labelled tray. You may then like to spend some time with your child reading a book, doing a puzzle or discussing work hanging in the classroom until the bell rings at 8:25am (8:45am for Kindergarten), when it is time to begin the school day.
- Please say goodbye to your child before you leave and ask them to sit on the mat to begin the day. Please be assured that if your child becomes distressed by your departure, it is usually only for a short time. Should this not be the case, we will telephone you to discuss the situation.

## MORNING SNACK

- For children in Little Wollies through to Year 2, we have a 'fruit or vegetables only' policy for the morning snack, unless there is an exception for medical reasons.
- Each child is required to bring their own piece of fruit/vegetables to eat in named container. Please pre-chop the fruit/vegetables to make it manageable for your child to eat. Please note that if your child has wobbly teeth, please cut up the food for them to make it easier to eat.
- Each child is required to bring a drink bottle filled with WATER ONLY to keep them hydrated throughout the day.



## LUNCH

- A small packed lunch and drink are all that is required.
- Orders may be made from the Café Menu and this can be completed online via FlexiSchools. These will be delivered to your child's classroom ready for lunch time. Students are not permitted to go to the Café on their own to purchase items until Year 3.
- As we try to encourage the children to make healthy choices in their eating habits, please NO lollies, chips, ice-creams, chocolate or fizzy drinks.
- Food cannot be reheated or refrigerated so the use of icepacks is encouraged.
- John Wollaston Anglican Community School is a nut minimisation environment. Please do not send any foods containing nuts or nut-based products to school. This includes Nutella.

## RECESS AND LUNCH PLAY

- We recognise the value of nature play and therefore the children are encouraged to climb trees and explore the bush area on campus. The children will also have opportunities for ball games and physical activity, sand play, imaginative play, water play and social interactions.
- Little Wollies and Kindergarten play in one playground area, whilst Pre-Primary and Year 1 students play in another. The students are supervised by duty staff who are rostered on.
- Please ensure your child has his/her wet weather gear and School Hat packed every day.
- In the first five weeks of Term 1, the Year 2 students are rostered to play in the playground and courtyard areas only while they are becoming familiar with the main Primary campus. They are not permitted to access the oval until the beginning of Week 6 when they feel more comfortable navigating the grounds.



## **DISMISSAL**

- We will not dismiss a child to an unauthorised person. If your child is to be collected by someone who is not familiar to the teacher please advise the teacher in writing, through the Communication Folder/Diary, giving the name and telephone number of the authorised person.
- Parents and carers are requested to collect children promptly at 3:00pm (2:45pm for Little Wollies and Kindergarten).
- No child will be allowed to leave the ELC classrooms unless a parent or designated adult accompanies him/her.
- If you are unexpectedly delayed, please notify the School by telephone as soon as possible.
- If your child must leave the School early, please notify us with this information. You will need to sign your child out at Reception.
- From Kindergarten, parents can take advantage of the drive through pick up area. A teacher will collect your child from class and take his/her to the drive through area for collection. Please let the classroom teacher know if you would like to use this area.
- Information for Year 2 students: For the first five weeks of Year 2, students must be collected from the classroom by an authorised adult or older sibling while they are becoming familiar with the layout of the main campus. Students who catch the bus will be escorted to their bus in the afternoon by the Deputy Head of Primary for the first half of Term 1. If you have children to collect in both the ELC and Year 2, please collect children from the ELC first. The Year 2 teachers will stay with the children until they are collected. In Week 6 and 7 of Term 1, a staff member will be rostered in the afternoon to walk children to the ELC so they become familiar with the safest route to take.

## **SCHOOL RULES**

- All children must bring a hat to school, to be worn at all times when outside; this includes to and from school in Term 1 and 4.
- No hat, no play.
- Children are encouraged to walk when inside and on all paved areas around the School.
- For safety reasons, it is required that children wear shoes at all times when they are at school.
- Children are required to wash their hands after a visit to the toilet and before eating.
- After activities and games, children are expected to help pack away equipment.
- Children are not permitted to play on any outdoor play equipment unless supervised by a teacher. Therefore, no child is to climb on any playground equipment within the school grounds, before or after school.





## WORKING IN PARTNERSHIP

- We consider communication between home and school to be very important. Our first concern is the wellbeing of your child. Should anything happen at home to upset your child, we would appreciate if you could let us know.
- We will keep you informed through notes, newsletters, SEQTA, Seesaw, the Parent Notice Board and the individual Communication Folder/Student Diary.
- The School Newsletter *Wollaston's Wrap*, is distributed fortnightly via email.
- Please ensure you read all communication sent from the School as it will include important dates and information that pertain to your child's schooling.
- If you would like to meet with the teacher to discuss anything pertaining to your child, please make a time through the communication folder/student diary. Your child's teacher is your first point of contact should you have matters to discuss.



## FAMILY INVOLVEMENT

- We very much appreciate and welcome help from parents and grandparents. This is a wonderful opportunity to become involved in your child's experiences at school. We welcome any talents, interests and skills that you are willing to share with the children.
- A Parent Help Roster can be found at the beginning of each term on the Parent Notice Board of each classroom in the ELC showing the days and times that help is needed. In Year 2, teachers will send out times on an as needs basis when they require parent help.
- All parent helpers must sign the Parent Helper Agreement and sign in and out of the ELC Reception (Little Wollies – Year 1) or Primary Reception (Year 2) when assisting in the classroom.
- If you have any expertise related to the units of inquiry being studied in class, please let the classroom teacher know as we would love to have you in to share your knowledge and skills.

## BIRTHDAYS

- We are happy for the children to celebrate their birthday at school.
- You are welcome to bring cupcakes or Freddo Frogs for your child's class to share, so that we can all celebrate together.
- Please note the School's Nut Minimisation Policy when making or purchasing cupcakes.
- If your child is diabetic, lactose intolerant or suffers from allergies please inform the class teacher of your preference for these occasions or make other arrangements.
- If birthday party invitations are to be given out at school, it is essential that they are placed in an envelope with each child's name written on the front and given to the teacher. The teacher will then place the invitations in the appropriate Communication Folder/Diary.

## TOYS

- We would appreciate if you could ensure that your child's personal toys remain at home. Loss or damage is distressing for children and can be easily avoided.
- Your child's teacher will let you know if the children are requested to bring items for sharing sessions.



This will be communicated in writing.

## LIBRARY RESOURCE CENTRE

- The children will access the Library Resource Centre (LRC) when they commence Pre-Primary.
- Library books may be borrowed and must be returned by the following week. Children who have forgotten to return their books will not be allowed to borrow again until their book is returned.
- If a book is overdue, a note will be sent home as a reminder. The note states the cost of replacing the book if it cannot be found. This amount does not need to be paid if the book is returned.
- Please note that each child requires a library bag in order to borrow. School book bags can be purchased from the Uniform Store.

## ART

- Children will enjoy access to the purpose-built Art Room on the main Primary campus when they commence Pre-Primary.
- They will require an Art shirt (available from the Uniform Store) that remains at school. It will be sent home termly for washing. Please ensure that it is clearly labelled with your child's name.

## HEALTH

- If your child is unwell, please do not send him/her to school. Please notify the School before 9:00am on 9495 8166 (ELC Reception).
- We would like to stress the importance of keeping your child at home at the first sign of infection because:
  - Children cannot cope easily in class when they are unwell.
  - Infection spreads quickly in a school environment.
- Illnesses such as gastroenteritis, influenza, conjunctivitis, coughs and colds are highly contagious and can spread rapidly through a group of children. If an infectious disease or illness is the cause of absence, please advise ELC Reception or Primary Reception and consult your family doctor before the return of your child to school. For more information on exclusion periods for various illnesses as advised by the Health Department, please see **Appendix A**.
- If you have treated your child for head lice or thread worms please notify his/her teacher.
- Facilities at school are limited when children become ill therefore parents are notified immediately if an accident or illness occurs.
- It is vital that telephone numbers and emergency contact numbers for children are kept up to date at all times. Please advise ELC Reception when changes occur.
- Medication is only administered at school with the approval of the Deputy Head of Primary. Panadol and other over the counter medications (with the exception of aspirin and codeine) may be administered with written permission from the parent or guardian. Prescribed medications must be clearly labelled with the pharmacy label and in their original packaging. All medication must be taken to the ELC Reception.
- Please note Emergency Actions Plans and Asthma Action Plans must be updated annually.





## SUN PROTECTION POLICY

- A 'No hat, No play' policy is enforced by the School. Please ensure your child has his/her School hat every day. Please ensure the hat is clearly named.
- Sunscreen is provided by the School for your child to use. If your child is unable to use the sunscreen provided, please send in an alternative with his/her name clearly marked on the bottle/tube.

## INSECT REPELLANT

- At certain times of the year, mosquitoes can be present around the campus. Children are permitted to bring roll-on insect repellent to school and apply it as needed. Aerosol sprays are not permitted for health and safety reasons.

## HOMEWORK

### Pre-Kindergarten - Little Wollies

- No homework is allocated for the children in Little Wollies, however, we do encourage you to read to your child each day, sing nursery rhymes together and spend lots of time having conversations with your child. Oral language development is a key precursor to learning to read and write and therefore an essential skill to develop in your child.

### Kindergarten

- Reading each day with your child is essential.
- From time to time we will send home tasks related to the Unit of Inquiry or phonics we are learning. Please assist your child with these tasks.
- Lots of talking and conversation will further your child's language skills and help him/her feel more confident about communicating with others at school.
- Encourage counting in sequence and counting objects.
- **The most important homework you can do is spend quality time together as a family, engage in lots of conversation and give your child opportunities to play with other children.**

### Pre-Primary to Year 2 (15 to 20 minutes per day)

- In Pre-Primary, a Home Reading Program and Spelling Program are introduced which will continue into Year 1 and Year 2. Revision pages for each phonics sound covered in class will also be sent home. You are encouraged to spend time doing this each night with your child.
- Computer learning programs like 'Reading Eggs' and 'Mathletics' have codes and will be sent home for your child to complete at his/her own pace.
- Practise Maths concepts/counting.
- Life skills such as completing chores around the home are important.
- **The most important homework you can do is spend quality time together as a family, engage in lots of conversation and give your child opportunities to play with other children.**

## EXCURSIONS AND INCURSIONS

- Excursions (class trips out of School) and incurSIONS (visiting performances or specialist programs to our school) may be organised by teachers.
- Costs for both incurSIONS and excursions are included in your school fees.





- Information and permission slips will be sent home prior to any excursion.
- Slips must be signed and returned to enable your child to take part.
- Due to the age of the Little Wollies and Kindergarten children, incursions will be organised to enhance the planned learning program.
- A special Encounter experience will be planned in each year level from Pre-Primary. This experience is designed to build resilience and the attributes of the Learner Profile. The cost of this Encounter will be added to your term fees.

### **UNIFORM REQUIREMENTS: Pre-Kindergarten - Little Wollies**

*All uniform items must be clearly marked with your child's name.*

#### **All year – Boys and Girls**

- Red polo sports shirt
- Navy hat – bucket style with reversible House colour (Please note that this is to be worn to and from school each day)

### **UNIFORM REQUIREMENTS: Kindergarten to Year 2**

*All uniform items must be clearly marked with your child's name.*

#### **Summer (Terms 1 and 4) – Boys and Girls**

- Primary sports shorts 'JW'
- Red polo sports shirt
- House colour polo shirt (for Pre-Primary and Year 1 – to be worn two days per week – you will be notified which days in the first week of Term 1)
- Tracksuit top – if required
- Navy hat – bucket style with reversible House colour (Please note that this is to be worn to and from school each day)
- Sports socks navy with red and white stripe
- Sneakers – predominantly white with white laces/velcro, not boot style
- Chiropak backpack school bag

#### **Winter (Terms 2 and 3) – Boys and Girls**

- Sports tracksuit top and pants (full tracksuit must be worn to and from school every day in Terms 2 and 3)
- Red polo sports shirt
- House colour polos shirt (for Pre-Primary and Year 1)
- Navy hat – bucket style with reversible House colour (Please note that this is to be worn to and from school each day)
- Sports socks navy with red and white stripe
- Sneakers – predominantly white with white laces/velcro, not the boot style
- Chiropak backpack school bag



### General (Pre-Kindergarten – Little Wollies)

- Wet weather jacket should be packed in your child’s bag every day, regardless of weather or timetable
- Umbrellas are not permitted for safety reasons
- Each child is to bring in a pair of gumboots that will kept at school from the beginning of the year

### General (Kindergarten - Year 1)

- Wet weather jacket and overpants must be packed in your child’s bag every day, regardless of weather or timetable – these can be purchased from the School Uniform Shop
- Umbrellas are not permitted for safety reasons
- Each child is to bring in a pair of gumboots that will kept at school from the beginning of the year
- Sunglasses are allowed for outdoor play times
- Library bag (from Pre-Primary)
- Art Smock (from Pre-Primary)

### Jewellery

- Boys and girls are permitted to wear a plain wrist watch, a simple gold or silver chain with/without a crucifix or cross, and a Medic Alert bracelet or necklace if applicable.
- Girls with pierced ears are permitted to wear one matching pair of plain, gold or silver studs (no jewels) or sleepers (one in each earlobe). Clear plastic spacers are not permitted in pierced holes.
- Boys are not permitted to wear earrings or clear plastic spacers.
- Fundraising jewellery such as wrist bands and badges may be worn at the discretion of the Principal.
- The School is sensitive to cultural traditions. However, examples of what is not permitted include decorative earrings, necklaces, rings, bracelets, ankle chains and other body piercing (e.g. nose, eyebrow, tongue and tragus).

### Appearance and Cosmetics

- Students may not alter or enhance their appearance by artificial means. This includes the following (but is not an exhaustive list): hair extensions, eyelash extensions/false eyelashes, fake tans or false nails.
- Nail polish is not permitted. Fingernails are to be kept clean and trimmed short.
- The School is sensitive to cultural traditions. However, examples of what is not permitted include tattoos, real or fake and other forms of body decoration or branding.

### Hairstyles

- Hairstyles are expected to be clean, neat and out of the eyes
- Hairstyles are expected to be conservative. Excessively fashionable hairstyles are not acceptable. The discreet use of styling aids is acceptable.
- Hair is to be no shorter than a number 2 blade. The layering of hair should not be extreme.
- Flat tops, mohawks, undercuts, tracks or any other designs cut into the hair are not permitted.
- If hair is collar length or longer, it must be tied



back using narrow elastic hair bands or scrunchies in one of the School colours being white, navy blue or red, or in your child's natural hair colour. Combs, clips and slides are used to keep hair tidy and should be in School colours. Hair ribbons, ties or clips in the House colours may be worn on House event days. Please note that students are not permitted to wear large decorative bows or clips on a day-to-day basis.

## **UNIFORM STORE TRADING HOURS**

Please telephone the Uniform Store on 9495 8129 to enquire about trading hours or refer to the School website: [www.jwacs.wa.edu.au](http://www.jwacs.wa.edu.au)



## APPENDIX A

### Infectious Diseases Information

The danger of infection from the presence at school of children suffering from infectious diseases arises chiefly from the attendance at two stages:

- whilst suffering from the early symptoms
- when recovering from the disease but still retaining some infection in their person or clothing.

Public Health Regulations for exclusion periods are set for your information:

- Chicken Pox – exclude from school for at least five days after the rash appears and until vesicles have formed crusts. Re-admit when sufficiently recovered. Some remaining scabs are not an indication for continued exclusion (Contacts: do not exclude.)
- Conjunctivitis – exclude from school until discharge from eyes has ceased. Re-admit when sufficiently recovered. (Contacts: do not exclude.)
- Measles – exclude from school for four days after the onset of the rash. Re-admit on medical certificate of recovery. (Contacts: do not exclude immunised or previously infected contacts.) Non-immunised contacts should be excluded for 14 days after the appearance of rash in the last case identified in the school. If susceptible contacts are vaccinated within 72 hours of their first contact with the first case, then they may return to school following vaccination.
- Mumps – exclude from school for nine days after onset of symptoms. Re-admit on medical certificate of recovery. (Contacts: do not exclude.)
- Ringworm – exclude from school until 24 hours after treatment has commenced. Re-admit on medical certificate of recovery that the child is no longer likely to convey infection. (Contacts: do not exclude.)
- Rubella – exclude from school for four (4) days after onset of rash. Re-admit on medical certificate of recovery. Refer pregnant contacts to their doctor. (Contacts: do not exclude.)
- Scabies – exclude from school until the day after effective treatment has commenced. Family contacts will probably be infected and should be treated. (Contacts: do not exclude)
- Pediculosis (nits) – exclude from school until the day after effective treatment has commenced. Family contacts will probably be infected and should be treated. (Contacts: do not exclude.)
- Impetigo (School Sores) – exclude from school for 24 hours after antibiotic treatment has commenced. Lesions on exposed skin surfaces should be covered with a waterproof dressing. (Contacts: do not exclude.)

## APPENDIX B

### Screen Time Recommendations

Screen time is the time spent using electronic media like watching TV or movies, playing on computers, laptops, smart phones or other handheld electronic devices and video game consoles.

These devices are often used while sitting or lying down and contribute heavily to the amount of time people of all ages spend being inactive.

The Australian Physical Activity and Sedentary Behaviour Guidelines recommend limits on sedentary behaviour and screen time for all ages:

0-2 years of age:

- no more than one (1) hour at a time being sedentary, restrained or inactive
- no screen time.

2-5 years of age:

- no more than one (1) hour at a time being sedentary, restrained or inactive
- no more than 60 minutes per day of screen time.

5-12 years of age:

- minimise time spent sitting or lying down
- no more than two (2) hours per day of screen time.

Reference: [https://healthywa.wa.gov.au/Articles/S\\_T/Screen-time](https://healthywa.wa.gov.au/Articles/S_T/Screen-time)

## APPENDIX C

### Child Car Restraints

It is important to remember that when you are transporting a child in a car, you must have him/her correctly restrained in a car seat or booster seat.

Here are the minimum legal requirements for using child restraints and booster seats in Australia:

- **Children under six (6) months:** Must use a rear-facing child restraint with an inbuilt five point harness. They must not sit in the front row if the vehicle has two or more rows of seats.
- **Children aged six (6) months up to four years:** Must use a rear-facing or forward-facing child restraint with an inbuilt harness. They must not sit in the front row if the vehicle has two or more rows of seats.
- **Children aged four (4) years up to seven years:** Must use a forward-facing approved child restraint with an inbuilt harness, or an approved booster seat with a properly fastened and adjusted seatbelt or child safety harness. They can sit in the front row only if all other rear seats are occupied by children under seven years, in vehicles with two or more rows of seats.
- **Children aged seven (7) years and older:** If your child still fits in a child car restraint or booster seat, continue to use it until they outgrow it. Children must use a properly adjusted and fastened child restraint or adult seatbelt, depending on their size. When deciding whether your child is big enough to sit on the vehicle seat and use adult seatbelts do the “Five Step Test”. He/She is ready when he/she can:
  1. Sit with his/her back firmly against the seat back.
  2. Bend his/her knees comfortably over the front of the seat cushion.
  3. Sit with the sash belt across his/her mid-shoulder.
  4. Sit with the lap belt across the top of his/her thighs.
  5. Stay in this position for the whole car trip.

These are the minimum legal requirements in Australia. It’s always **safest to keep your child in a child restraint or booster seat for as long as possible**, depending on his/her size.

For more information see Kidsafe WA at <http://www.kidsafewa.com.au/> or raisingchildren.net.au - The Australian Parenting Website at <https://raisingchildren.net.au/>