



St John's Catholic Primary School

Walkerston



Prep Handbook

--2019--

WELCOME TO ST JOHN'S PREP

Dear Parents and Carers,

On behalf of the St John's Catholic Primary School thank you for taking the time to read our Prep Parent Handbook. Whether you are an existing family, or a new family to St John's, I take this opportunity to welcome you to Prep. I am sure you and your child will thoroughly enjoy their time at our wonderful school.

This handbook serves to outline some of the important processes, procedures and routines that occur at St John's Prep. It is also an appendix to our *Parent Handbook*, which is available on our school website <http://sjwarok.catholic.edu.au/>. Without being exhaustive, the Parent Handbook offers an overview of many of the expectations and routines of our school. I encourage you to take the time to read both pieces of information.

I believe when parents enrol their child into a Catholic school, they are also enrolling their family. The spirit alive in Catholic schools enriches all. At St John's we strive to make a difference in the lives of the young people entrusted to our care, and to their families.

Every school is uniquely different. Our Prep classrooms are vibrant learning environments that allow students to explore and engage with the world around them through both focused teaching and learning and play-based learning.

We are blessed with wonderful staff, facilities and resources. We are proud of our students and extremely grateful for the tremendous support we receive from our parent community.

If at any stage you have questions or seek clarification on any aspect of our school or Prep please feel free to contact the school. We are more than willing to help.

Kind regards,

A handwritten signature in dark ink, appearing to read 'Nath', is written over a horizontal line.

Nathaniel Rice
Principal

THE PREPARATORY YEAR

As of 2017, Prep is a compulsory year of schooling. Prep is an integral part of the school. Enrolling your child in Prep allows you the opportunity to have your child(ren) attend St John's through to Year Six.

BEGINNING PREP – THE FIRST DAY

The first day of Prep brings with it a lot of excitement for everyone – students, parents and the school. It generally is a very busy morning for everyone. Children and parents will be nervous, which is to be expected.

When you arrive on the first day, the Prep classrooms will be open around 8:20 a.m. Please come in with your child and greet the teacher. A name tag will be available for your child to wear. Children will be shown where their belongings go.

There will be various activities set up on the tables in the room. Parents are welcome to complete these activities or read a book with their child. This will ensure they feel safe, happy and comfortable in their new classroom.

You are welcome to stay with your child until 8:30 a.m. Once the bell goes we encourage all parents to say goodbye to their child/children. Some children may become upset when you leave. Rest assured that this is normal and they usually settle quickly. It is important, however, that once you say goodbye that you leave very quickly after this.

On the first day, following your goodbyes, you are welcome to join other parents in the library for a tea or coffee.

TEACHING AND LEARNING

“Learning in the early years is the foundation of a child's cognitive, spiritual, emotional, social, creative and physical self. Through nurturing a love of learning and inquiry, children make meaningful relationships and connections with their world”.

Source: Diocesan Learning in the Preparatory Year Policy, 2014

The Prep curriculum is based on active learning, which includes real-life situations, experiences, wondering and play. It recognises the importance of children's brain development through learning using all five senses, and the role of adults in facilitating, scaffolding and monitoring learning.

THE CURRICULUM

Students in Prep learn through:

- Focused teaching and learning
- Real-life situations
- Investigations
- Routines and transitions
- Play

The introduction of the Australian Curriculum has seen a huge change in the academic

expectations for students in Prep. In Prep, students engage with teaching and learning from a variety of Learning Areas including Religious Education, English, Mathematics, History, Science, Geography, and The Arts.

In addition to this, The Early Years Curriculum Guidelines (EYCG) is also incorporated. This provides teachers with a framework for teaching students in areas such as:

- Social and personal learning
- Active learning processes
- Health and physical learning

The following outlines the basis of the Prep curriculum, including the National Curriculum:

Religious Education

The Prep Curriculum involves four strands of Beliefs, Sacraments, Morality and Prayer. At this year level students develop their understandings about God and life by developing an attitude of awe and wonder about God as creator, by making links between their life experiences and Jesus' story and by developing an awareness of belonging to a group. Students will develop a familiarity with everyday rituals in their lives and communicate an understanding and appreciation of the simple symbols that are part of these rituals. Students construct understandings about how their actions can have a positive or negative impact on relationships. Students also develop a familiarity with and appreciation of prayers by participating in traditional and informal celebrations that develop positive understandings of a relationship with God.

English

The Prep curriculum focuses on developing a student's knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed. At this year level, students communicate with peers, teachers, known adults, and students from other classes. Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Mathematics

The Prep curriculum develops understanding, fluency, problem solving and reasoning skills in the content areas of number and algebra, measurement and geometry, and statistics and probability. At this year level, '*understanding*' includes connecting names, numerals and quantities, '*fluency*' includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects, '*problem solving*' includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer, and '*reasoning*' includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length.

Science

The Prep curriculum allows students to observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to

questions and making observations is a core part of science and use their senses to gather different types of information.

History

The Prep curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.

Geography

The Geography curriculum focuses on developing students' understanding of place. Students explore the place they live in and belong to, and learn to observe and describe its features. Learning about their own place and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. They start to explore their feelings about places by talking about their own special places, and what makes them special. The idea of location (a part of the concept of space) is introduced through drawing story-maps and creating models to show where places and features are located, and by learning about the globe as a representation of the Earth on which places can be located.

The Arts

The Arts curriculum provides Teachers with the capacity to engage, inspire, and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects are ***Dance, Drama, Media Arts, Music, and Visual Arts***. Dance is formally taught and assessed through the Dance Fever Program during Term 3. Teachers will integrate teaching, learning and assessing of Media Arts and Visual Arts with links to the other Art Subjects as well as other learning areas throughout the year.

Technology

Learning in Digital, Design and Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

Specialist Lessons

Students will engage in two 45-minute specialist lessons per week. The subjects taught and assessed in one specialist lesson are Music, Drama and Digital Technology. The other specialist lesson is Physical Education.

THE VALUE OF PLAY IN PREP

Play is the way most humans, especially young children, make sense of their world. Play-based learning is an important way to develop active learning, which means using your brain in lots of ways. When children play, they:

- Explore the world – natural and social
- Develop and practise social and language skills that may be more complex than those used in everyday activities
- Expand and challenge their physical skills
- Experiment with new ideas including symbolic competence required for formal learning
- Enhance their self-confidence
- Think and express themselves creatively
- Respond to experiences with or without language

- Develop their sense of self and identity.

ASSESSMENT AND REPORTING

In Prep teachers assess students through observations, checklists, work samples and some testing. Your child's progress is reported to parents via:

- Parent teacher interviews (scheduled at the end of Term 1)
- Report Cards (handed out at the end of each semester)
- Other formally arranged meetings with the teacher

A twice yearly written report is given to parents at the end of each Semester. To align with the introduction of the Australian Curriculum in Prep, all curriculum Learning Areas are reported on using a five-point scale, including Religion. The reporting descriptors are 'Applying', 'Making Connections', 'Working With', 'Exploring' and 'Becoming Aware'.

The remaining curriculum areas, which are 'Active Learning Processes', 'Health and Physical Learning' and 'Social and Personal Learning', include a checklist in response to aspects of the Early Years Curriculum Guidelines.

The report card is one of several ways in which parents can monitor the progress of their child throughout the year. The opportunity for parent teacher interviews coincides with the issuing of written reports for Prep. Parent teacher interviews as well as informal communication between the teacher and parent should ensure that parents are kept fully informed about academic performance as well as spiritual, personal, physical and social development.

HOME ACTIVITIES

Throughout the year Prep students will be given various home tasks to complete. This could include sharing books, letter and sound activities, speaking and listening tasks, number activities or other learning that may consolidate classroom activities.

ROUTINES

Prep are considered as much of a part of our school as years 1 to 6. In time the students engage with nearly all school-based events and activities. Each week your child will attend:

- Digital Technology, Drama or Music lessons
- Physical Education lessons
- Library
- Computers
- Assembly: Friday morning
- Masses and liturgies

DATES FOR 2019 SCHOOL YEAR

Term 1	29/01/2019	to	05/04/2019	-	10 weeks
Term 2	23/04/2019	to	29/06/2019	-	10 weeks
Term 3	15/07/2019	to	21/09/2019	-	10 weeks
Term 4	08/10/2019	to	07/12/2019	-	9 weeks

PUPIL FREE DAYS

Term 1	Bishop's Inservice Day – 15/02/2019
Term 4	Monday 21/10/19

Other public holidays will occur throughout the year also.

ARRIVAL AND DEPARTURE

Classrooms will be open around 8:20 a.m. Children should be brought to Prep by a responsible adult. Children should not be left unattended before this time. Parents and family are most welcome to spend some time with their child before the morning starts. Children need to be at school by 8:30 a.m.

Students are dismissed from class at 2:55 p.m. Parents are welcome to gather in the undercover area near Prep and collect their children from the classroom when dismissed.

Bus arrangements can be negotiated after the first fortnight. Please contact the school office to discuss arrangements for bus travel.

BIRTHDAYS

We enjoy celebrating birthdays at Prep. On this special occasion you might like to send along a birthday cake or a batch of small patty cakes so your child can celebrate his/her birthday with the class. If your child has special dietary requirements, talk with the teacher about leaving something at Prep for special occasions to ensure they don't miss out on the celebration.

DAILY ROUTINE

Prep students follow the same timetable as the rest of the school, commencing instruction at 8:30 a.m. and being dismissed at 2:55 p.m. A copy of this is available in the Parent Handbook.

EXCURSIONS

At times during the year, excursions of educational interest may be organised. There will be times when parents will be asked to join children on excursions to ensure adequate safety and supervision. Parents will be informed of excursion costs, which will then be added to the school fees for that term.

LIBRARY

Children will be able to borrow a book once a week from the school library. It is important that books are at school on borrowing day. The children are encouraged to think of books as precious objects which need to be cared for. This means children must carry their books to and from Prep in a library bag. The school has a policy of 'no bag, no borrowing' which is

strictly enforced. If books are torn please do not mend them at home – simply attach a note that a book needs repair and it will be done at school. If books are lost or damaged beyond repair, parents will be provided with a note and invoice to pay for the replacement of the damaged item.

PARKING

There is a 5 minute ‘drop-off’ zone in front of the Prep building. ***This time limit should be adhered to for the benefit of all.*** If you wish to stay longer than 5 minutes, you are asked to park elsewhere (e.g. Creek Street, Dutton Street, or in Ann Street near the church).

PUNCTUALITY

Punctuality is very important, so developing a consistent routine to be at school before the first bell is important. Morning routines assist the children to settle and get ready for the day ahead. If children miss this time or if they feel they have been left behind in the afternoon, it can create anxiety for the child. Parents are asked that it is extremely important to have their child at school no later than the first bell, 8:30 a.m., to assist their children to join in with these morning session routines.

SAYING GOODBYE

Don't forget to say goodbye to your child. If your child is having difficulty separating, please ask for assistance from the teacher or the teacher assistant. Leaving without saying goodbye can cause more distress for a child once they realise you have gone.

SHOW AND TELL

Throughout the year your child will be asked to bring in particular items of interest for show and tell. The items, objects and or books will be based around our English, History, Geography and Science Curriculum.

REQUIREMENTS FOR PREP

BOOKLISTS

Booklist items can be purchased from any stationery supplier but the list will have specific brands and items which are required. The school's normal supplier is the Mackay School Supplies, which is located at Pavillion 3 Mackay showgrounds.

SCHOOL UNIFORM / CLOTHING

Our school has a Uniform Policy to guide parents, students and staff with regard to the expectations of student dress. It is important that all parents, new and existing, take time to read this policy carefully when purchasing uniforms and dressing your child each day for Prep. This can be located on our school website.

Children are required to wear the St John's School hat, Prep shirt, and shorts/skorts. All of these items are available through the school uniform shop. The boys royal blue shorts are also able to be purchased through local shops, in coherence with our uniform expectations e.g. no cargo shorts.

In winter children are permitted to wear plain navy track pants, navy jumpers or sweaters. School jumpers can be purchased through the school uniform shop. School badges are also available for purchase to sew on jumpers which have been purchased elsewhere. This is the only style of winter garments that children should wear.

Children are to **wear black jogger style closed-in shoes**, preferably with velcro straps (unless your child is able to tie their own laces) and **white socks above the ankle**. Please consult our Uniform Policy (on our website) prior to purchasing shoes so that the correct styles are purchased.

Children require a back pack to bring and take home their belongings. Back packs will need to fit a lunch box, hat, library satchel and scrapbooks. A very small back pack is not very useful. School back packs may be purchased from the uniform shop.

Please make sure that all of your child's belongings are labelled.

FOOD REQUIREMENTS

Please be mindful of packing a healthy lunch box to ensure your child is attentive and ready to learn at school. Appropriate foods for lunch include sandwiches, wraps, rolls or salads. At afternoon tea please try to provide healthy snacks like fruit, cheese or yoghurt. An occasional treat is fine. During the morning session, Prep children stop work to have a fruit snack. We ask that children only have fruit during this time. If your child does not eat fruit, please see your teacher to negotiate a healthy snack substitute like cheese or yoghurt.

We ask that all parents avoid sending nut products to school, as we have several anaphylactic children enrolled at the school.

Your child will need a water bottle each day.

TUCKSHOP

The school tuckshop operates on Mondays, Wednesdays and Fridays for the whole school, including Prep. Information/menu/price list will be sent home in Week 1 of each term.

Stickybeaks Insulated Lunch Wallets are encouraged and are available to purchase from the Tuckshop. They are \$10 each and a great alternative to throw away brown paper bags for Tuckshop ordering. If you would like more information on these great bags visit www.stickybeaks.com.au.

PARENTS SUPPORT

PARENTS AT PREP - HOW CAN YOU HELP?

Prep teachers welcome parent involvement and participation and we will send notes home to parents asking for volunteers for different activities. This is beneficial to the children and also gives parents a chance to participate in different areas of the curriculum. If you have any special skill that you believe may be of assistance in the Prep, please let the teacher know. Parents will be invited to be involved by:

- visiting and joining in the programme at different times including weekly literacy and numeracy groups

- reading the parent noticeboard
- collecting recyclable materials on request
- discussing any problems or worries with the teacher
- offering to share with the children any hobbies, interests or expertise you may have
- assisting in the maintenance and beautification of the school buildings and grounds
- participating in the School Parents and Friends Association and/or School Board
- assisting with the half-yearly Prep clean-up

RESPONSIBILITIES OF PARENTS

It is the parent's responsibility to notify the teacher regarding changes in information about a child, read any notes/information sent home, promptly return reply slips and comply with relevant health and hygiene policies.

OTHER INFORMATION

COMMUNICATION

The Prep teachers are available before and after school to speak with parents. If, however, you wish to see the teacher for a more formal interview it is necessary to make an appointment. Newsletters, SMS, emails, notes and other notes are sent regularly to keep you informed and up to date on what is happening around our school.

ILLNESS

If your child is sick, please keep him/her at home. If your child has a constant, runny nose or the sneezes please keep them at home as this is when they are most infectious. Please inform the school if your child becomes sick with a contagious illness e.g. measles, chickenpox, whooping cough etc. Please see Appendix 1. This outlines exclusion periods for students with various illnesses.

All sores, cuts and open wounds should be covered and treated before children come to school.

If it is necessary for your child to take medication during the day, the teacher must be informed and the relevant details filled out on a school medication form which is available from the school office.

If your child becomes unwell at school, we will rest the child and contact you so they can be taken home. Please ensure that your current telephone number is available at all times.

HEAD LICE

It is quite common for children to catch headlice. It spreads easily in areas where large numbers of children mix together. The incidence of head lice can be contained provided every parent accepts responsibility for checking and treating their children.

LOST PROPERTY

There is a lost property box located in the school office. Please ensure that all of your child's belongings are named clearly.

SCHOOL FEES

School fees and levies for Prep will be the same as those for Years 1 – 6. See the Parent Handbook for details. These prices will vary and increase from year to year.

SHARING INFORMATION

As part of our school family we welcome and invite you to share your good news with us. Equally we invite you to ask for our prayerful support in difficult times. This sharing of information helps to create community and an increased understanding of the behaviour patterns of children. Children's behaviour can be markedly affected by additional excitement or stress. Any information will be treated in strict confidence, if requested.

APPENDICES

APPENDIX 1 – EXCLUSION PERIODS FOR ILLNESS/DISEASES

Time Out



Condition	Exclusion of Case (person with infection)	Exclusion of Contacts ^a (person exposed to the case with the infection)
Chickenpox (varicella)	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised people and less in immunised people.	Pregnant women and anyone with an immune deficiency (eg. leukaemia) or receiving chemotherapy or immunosuppressive therapy may require preventive immunoglobulin and/or exclusion for their own protection. Contact local public health unit for advice. Otherwise not excluded.
Cold sores (herpes simplex)	Exclude young children unable to comply with good hygiene practices while sores are weeping (sores should be covered with a dressing where possible).	Exclude young children unable to comply with good hygiene practices while sores are weeping (sores should be covered with a dressing where possible).
Conjunctivitis	Exclude until discharge from eyes has ceased unless non-infectious conjunctivitis.	Not excluded.
Cytomegalovirus (CMV)	Exclusion not necessary.	Not excluded.
Diarrhoea ² and/or Vomiting (including amoebiasis, campylobacter, cryptosporidium, giardia, rotavirus, salmonella and viral gastroenteritis, but not norovirus or shigella – see separate section)	Exclude until there has not been a loose bowel motion for 24 hours. Exclude staff whose work involves food handling until they have not had any diarrhoea or vomiting for 48 hours. If there are more than 2 cases with loose bowel motions in the same centre or a single case in a food handler notify your nearest public health unit.	Not excluded.
Diphtheria ³	Exclude according to public health unit requirements.	Exclude according to public health unit requirements.
Enterovirus 71 (EV71) Neurological Disease	Written medical clearance is required confirming the virus is no longer present in the child's bowel motions.	Not excluded.
Glandular fever (Epstein Barr virus (EBV), mononucleosis)	Exclusion not necessary.	Not excluded.
Haemophilus influenza type b (Hib)	Exclude until child has received appropriate antibiotic treatment ⁴ for at least 4 days. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded.
Hand, foot and mouth disease	Exclude until all blisters have dried.	Not excluded.
Head lice	Exclusion is not necessary if effective treatment is commenced prior to the next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	Not excluded.
Hepatitis A ³	Exclude until at least 7 days after the onset of jaundice or illness. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded.
Hepatitis B	Exclusion not necessary.	Not excluded.
Hepatitis C	Exclusion not necessary.	Not excluded.
Human immunodeficiency virus (HIV/AIDS)	Exclusion not necessary.	Not excluded.
Influenza and influenza- like illness	Exclude until well.	Not excluded.

Some medical conditions require exclusion from school or child care to prevent the spread of infectious diseases among staff and children. This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and child care centres to meet the requirements of the Public Health Act 2005.

Footnotes

1. The definition of 'contact' will vary between diseases and is sometimes complex. If unsure, contact your local public health unit.
2. Diarrhoea: the definition is 2 or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy.
3. Doctors should notify the local public health unit as soon as possible if children or staff are diagnosed with these conditions.
4. Appropriate antibiotic treatment: the definition will vary between diseases. If unsure, contact your local public health unit.
5. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be not infectious.
6. For meningococcal infection, appropriate treatment is the use of rifampicin, ciprofloxacin or ceftriaxone and this will meet the intent of the Public Health Act for a person to be not infectious.

For additional information please refer to the NHMRC publication "Staying Healthy in Child Care" at <http://www.nhmrc.gov.au/publications/index.htm> or the Queensland Health website at <http://access.health.qld.gov.au/hid/> for fact sheets about various communicable diseases.

See www.health.qld.gov.au/immunisation for an electronic copy of this poster.

For further advice and information on any of these conditions contact your nearest public health unit.

public health units

Southern	
Brisbane Southside	3000 9148
Gold Coast	5509 7222
Darling Downs	4631 9888
Logan	3412 2989
West Moreton	3413 1200
Central	
Brisbane Northside	3624 1111
Rockhampton	4920 6989
Sunshine Coast	5409 6600
Moreton Bay	3142 1800
Hervey Bay	4184 1800
Tropical	
Cairns	4226 5501
Townsville	4753 9000
Mackay	4885 6611
Mount Isa	4744 9100

October 2010

Time Out



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Condition	Exclusion of Case (person with infection)	Exclusion of Contacts* (person exposed to the case with the infection)
Measles ³	Exclude until at least 4 days since the onset of rash. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Immunised and immune contacts not excluded. Exclude unimmunised contacts of a case until 14 days after the first day of appearance of rash in the last case, unless they are immunised within 72 hours, or receive an immunoglobulin injection within 7 days, of first contact during the infectious period with the first case. Exclude all immunocompromised children and staff until 14 days after the first day of appearance of rash in the last case.
Meningitis (bacterial)	Exclude until well and has received appropriate antibiotics. ⁴	Not excluded.
Meningitis (viral)	Exclude until well.	Not excluded.
Meningococcal infection ³	Exclude until child is well and has received appropriate antibiotics. ⁶ Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded.
Molluscum contagiosum	Exclusion not necessary.	Not excluded.
Mumps	Exclude for 9 days after onset of swelling.	Not excluded.
Norovirus	Exclude until they have not had any diarrhoea or vomiting for 48 hours.	Not excluded.
Parvovirus (erythema infectiosum, fifth disease, slapped cheek syndrome)	Exclusion not necessary.	Not excluded (pregnant women should consult their medical practitioner).
Pertussis ³ (whooping cough)	Exclude until child has received 5 days of appropriate antibiotics ⁴ or for 21 days from the onset of coughing. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Exclude from childcare settings children who have received less than 3 pertussis vaccinations who are in the same household or same childcare room as case until completed 5 days appropriate antibiotics. If no antibiotics, exclude 14 days from last exposure to infectious case. Staff who have not had a pertussis booster in last 10 years who are in same childcare room as case and do not commence appropriate antibiotics; exclude 14 days from last exposure to infectious case. Note: where contact in childcare room with case is <12 months and had less than 3 pertussis vaccinations it is recommended <i>all</i> staff and children in the room receive appropriate antibiotics <i>regardless</i> of vaccination status.
Poliomyelitis ³	Exclude for at least 14 days from onset of symptoms and case has recovered. Written medical clearance from doctor or public health unit is required to return to child care/school, confirming child is not infectious ⁵ .	Not excluded unless considered necessary by public health unit.
Ringworm/ tinea/scabies	Exclude until the day after appropriate treatment has commenced.	Not excluded.
Roseola (sometimes referred to as 'baby measles') ³	Exclusion not necessary.	Not excluded.
Rubella (German measles) ³	Exclude until fully recovered or for at least 4 days after the onset of rash.	Not excluded (female staff of childbearing age should check their immunity to rubella with their doctor).
School sores (impetigo)	Exclude case until has received appropriate antibiotics for at least 24 hours. Sores on exposed areas must be covered with a watertight dressing.	Not excluded.
Shigella	Exclude until diarrhoea has stopped for 48 hours and two stool samples negative, as per public health unit requirements.	Exclude until two stool samples negative as per public health unit requirements.
Streptococcal sore throat (including scarlet fever)	Exclude until well and has received antibiotic treatment ⁴ for at least 24 hours.	Not excluded.
Thrush (candidiasis)	Exclusion not necessary.	Not excluded.
Tuberculosis (TB) ³	Written medical clearance is required from Queensland Tuberculosis Control Centre to return to child care/school, confirming child is not infectious.	Not excluded.
Typhoid ³ , paratyphoid	Exclude from child care/school/food handling and health care workplaces until there is written medical clearance from doctor or public health unit confirming child is not infectious and has met public health unit requirements.	Not excluded unless considered necessary by public health unit.
Whooping cough	See pertussis	See pertussis
Worms	Exclude if loose bowel motions present.	Not excluded.

Footnotes

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- Appropriate antibiotic treatment: the definition will vary between diseases. If unsure, contact your local public health unit.
- Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be not infectious.
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Sunshine Coast	5409 6600
Moreton Bay	3142 1800
Hervey Bay	4184 1800
Tropical	
Cairns	4226 5501
Townsville	4753 9000
Mackay	4885 6611
Mount Isa	4744 9100

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