



NEWSLETTER

Highmount Preschool



"The road to anywhere begins in the classroom."

- Hubert Humphrey

Upcoming Events / Key Dates

Term Dates – 2025

Term 1

Concludes - Friday 4th April (10 weeks)

Friday 18th April - Good Friday
Saturday 19th April - Easter Saturday
Sunday 20th April - Easter Sunday
Monday 21st April - East Monday

Term 2

Tuesday 22nd April to Friday 4th June (11 weeks)

Friday 25th April - ANZAC Day
Monday 9th June - King's Birthday

Term 3

Monday 5th July to Friday 19th September (10 weeks)

Friday 27th September - Grand Final Friday

Term 4

Monday 6th October to Thursday 18th December (10 weeks)

Tuesday 4th November - Melbourne Cup
Thursday 25th December - Christmas Day
Friday 26th December - Boxing Day

Preschool Closure Day

PRESCHOOL CLOSURE: FRIDAY 4TH APRIL – NO KINDERGARTEN SESSIONS

Please be advised that our teaching team will be undertaking professional development on Friday 4th April, therefore the service will be closed.

Professional development allows our educators the time to collaborate and share knowledge with colleagues, keep up to date with advances in pedagogy, develop and improve skills and practice thereby enhancing the positive development of children in their education and care.

Thank you for your understanding and we apologise in advance for any inconvenience.





AVER & LINE.

children's photography specialists

Highmount Preschool Association has invited Aver & Line to take our preschool photos for the 2025 school year.

Group and individual photos will be taken week commencing on Thursday 8th and Friday 9th May 2025.

IT'S PHOTO TIME!

HIGHMOUNT PRESCHOOL



WEEK OF 5TH MAY

Register via the QR code -->

BY 11PM SUN 27th April



Children not registered by the deadline will miss both individual and group photos.
The \$15 registration fee will be deducted from any order.

AVER & LINE.
children's photography specialists

OUR 2025 COMMITTEE OF MANAGEMENT

Executive Committee



President - Adrian Filzek



Vice President- Varun Kommidi



Treasurer - Stuart Duddy



Secretary - Kammy Chan

General Members



Assistant Treasurer - Amy Beattie



3YO Class Rep - Mark Molloy



4YO Class Rep - Don Almarvez

and



4YO Class Rep - Bridgette Stoker



Fundraising - Naomi Filzek



Grants Officer - Rosemary O'Brien



Council Liaison - Harry Koutrouzas

PRESIDENT'S REPORT

As the first kinder term of 2025 comes to an end, I wanted to acknowledge the Committee of Management, the teaching staff and the amazing Anastasia for the support as I transitioned into the President role. It's certainly been a steep learning curve but a role I feel so passionate about fulfilling. The kinder term has been a remarkable journey of growth and development for both the 3-year-old and 4-year-old groups. I'm sure you'll all agree that you've seen so many positive changes in your children which are influenced by our amazing teaching staff.

As well as learning about the regulatory and administrative roles that I and the CoM have, gaining an understanding of the finer details of the 3 and 4 year old programs has been a massive eye opener for me. Until starting with Highmount I really didn't have an appreciation of the effort that goes into ensuring our little people are given the greatest possible learning opportunities with their time at Highmount. Our teaching staff passionately follow the Victorian and National Early Years Frameworks – 'Belonging, Being and Becoming' by creating an engaging, interactive, inclusive and supportive learning environment where each child's learning and development opportunities are maximised through a high-quality play-based curriculum. The work that goes on behind the scenes by our staff cannot be overstated and for that I am grateful.

One of the other highlights of the term was the fantastic success of the Bunnings BBQ fundraiser, where an impressive \$1688 profit was raised. This outcome is a testament to the strong sense of community support and the collective efforts of parents and CoM members. The funds raised will be used to create a dedicated rest and relaxation area to support regulation and inclusion for all children. This area will serve as a safe and calming space where children can take breaks when feeling overwhelmed, practice self-regulation, and be supported in their emotional and sensory needs. It will help children develop essential skills in managing their emotions and contributes to a more inclusive and supportive learning environment.

For those that have pledged to support Highmount with voluntary financial contributions, I thank you so much. These contributions have been instrumental in securing additional resources that enhance the overall learning experience for our children. They provide the extra materials and resources needed to meet the diverse needs of our children. Whether it's through donations for specific projects, time spent assisting with events, or fundraising efforts, these contributions ensure that we can continue to offer high-quality educational experiences and maintain a nurturing environment. For those families who wish to contribute it's not too late! Please make contact with Anastasia, we would love your support! As a Community Kinder we really do rely on parent contributions to get the absolute most for our children.

I hope you and your families have a wonderful holiday break and I look forward to meeting many more of you in Term 2!



President
Highmount Preschool Association Incorporated
presidenthighmount@gmail.com

COMMITTEE UPDATES - LETTER OF APPRECIATION



23 January 2025

Erin Macmeikan
Highmount Preschool
36 Lechte Road
MOUNT WAVERY VIC 3149

Dear Erin,

Thank you to everyone at Highmount Preschool for your incredible support of Food For Families in 2024.

Because of supporters like you, over 45 tons of non-perishable food and household essential items were donated to Uniting in the lead up to Christmas. Every item collected has made a real difference to many individuals and families facing a challenging time.

A meal on the table. Thanks to you.

Because of your generosity, many people in our community facing hardship were able to access exactly what they needed, when they needed it most.

As a token of our gratitude, we have enclosed a Certificate of Appreciation which we hope you will display proudly. It's a reflection of the meaningful impact Highmount Preschool has made.

People feel supported. Thanks to you.

At Uniting, we are committed to supporting everyone who turns to us for help – but we can't do it alone. With the cost of living continuing to bite, more families are reaching out for support, not just at Christmas, but all year-round.

Every day we continue to provide this practical support.

Food For Families. All year round.

Remember, you can make a difference any time of the year by donating non-perishable food and household essential items by collecting and dropping off goods to your local Uniting service.

Uniting Vic.Tas
ABN 81 098 317 125
Locked Bag 34000
A/Beckett Street PO
Melbourne Vic 8006
T 1800 668 426
unitingvictas.org.au

Your continued support will help us keep our emergency relief pantries stocked, ensuring families have the essentials they need throughout the year.

You can find your nearest service or register your next Food For Families collection at www.foodforfamilies.org.au

Food For Families. Thanks to Highmount Preschool.

Once again, thank you for your kind support, and ongoing commitment to supporting your community.

Kind regards,

D. Barker-Harrington

Dale Barker-Harrington
The Food For Families Team

P 1800 668 426
E foodforfamilies@unitingvictas.org.au

so grateful for your support!

WORKING BEE - THANK YOU

Thank you to everyone that volunteered their time and came along to our Working Bee on Sunday 19th January.

It was heartwarming to see the many children attend and contribute to the care and upkeep of the outdoor environment.

It was also an opportunity for members of our community to come together and socialise.

The kindergarten looked fresh and ready for the commencement of the new school year.



BUNNINGS FUNDRAISING BBQ

Congratulations on a fantastic
Bunnings BBQ outcome
Naomi! Well done to everyone
who contributed to a great day!
- Rosemary

On Saturday 8th March we held our
major fundraiser of the year the
Bunnings BBQ sausage sizzle.

We made a massive \$1,688.51 in
profit!

The Committee of Management and the
teaching staff are currently consulting
and considering how to best use the
funds within the educational program.
We will keep you informed as to how
we utilise these funds.

A massive thank you to the families
that contributed both by way of
donations, volunteering their time on
the day, and also by attending the BBQ
and purchasing sausages and drinks.

It truly was a community effort!



On behalf of the Education Team, I would like to thank
the CoM, our families, and in particular Naomi, our
amazing fundraising officer/coordinator, for organising
and executing this fruitful fundraising event. It is a huge
undertaking and the effort that was given to making the
Bunning BBQ fundraiser a BIG success is not lost on us.

We are truly grateful for the time and effort that is put in
to securing additional funds to enrich our teaching and
learning programs at Highmount Preschool.

Many thanks, Miss Bec





Dear families,

You are invited to take part in a voluntary survey as part of an evaluation of the Best Start, Best Life (BSBL) reforms to Victorian kindergarten.

The review, conducted by Nous Group and the Murdoch Children's Research Institute (MCRI), is looking at the changes to Three-Year-Old Kindergarten, Free Kinder, and Pre-Prep. Funded by the Victorian Department of Education, this evaluation began in 2024 and will run until 2026.

Your feedback will be truly valuable and will help us to improve the BSBL initiatives for children and families across Victoria.

We thank you!
and hope you
can take part!

SCAN ME



The survey should
take you no more than
20 minutes to
complete.

nous

murdoch
children's
research
institute

VICTORIA
State
Government

Education
and Training

3YO Classroom Highlights



Dear Golden Wattle families,

It has been a wonderful start to the year! The 3-year-old kindergarten children have settled into their new routines and are becoming more independent every day. Term 1 can be a little challenging for some, especially if it is their first time away from their family. However, it has been so rewarding to watch them develop connections with their environment and grow in confidence.

We've seen the children take on new responsibilities, like hanging up their bags, putting away their lunchboxes and drink bottles, and even taking care of their hand towels. These small tasks help them feel proud of their independence and ability to do things on their own. We can see their developing resilience, determination, and persistence as they tackle new challenges.

Not only have the children adapted to the classroom routines, but they have also built strong friendships, formed trusting bonds with their teachers, and have begun to discover what excites them and how they learn best. It has been wonderful to see their engagement in a variety of activities that support their growth in different areas. This includes social and emotional wellbeing, developing fine and gross motor skills, building on language and communication skills, and finally, gaining confidence in their ability to learn.

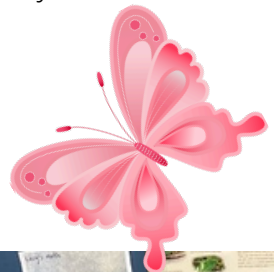
We've celebrated Harmony Day, focusing on the beauty of our unique backgrounds and how much we can learn from each other. This spirit of inclusion is something we like to ensure that we celebrate every day at kindergarten.

The children also had fun exploring science through hands-on activities like colour mixing and making playdough. These experiments assist to develop early numeracy and literacy skills, like measuring ingredients and following steps in a recipe.



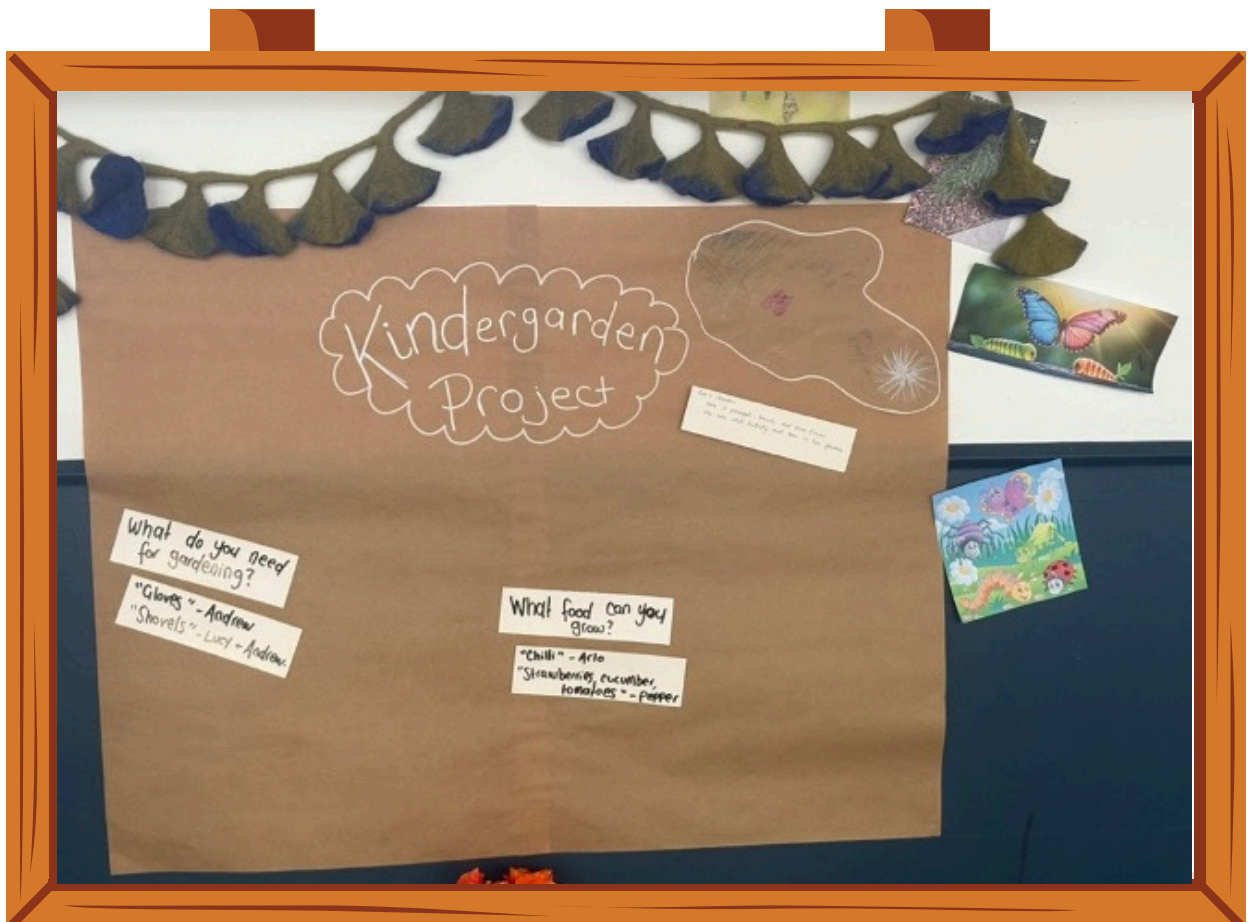


One of the children's favourite learning experiences this term was observing the life cycle of butterflies. We spent weeks watching the chrysalises and talking about what might happen when they hatched. The excitement and care the children showed while watering the chrysalises each day, was so heartwarming. It was a true joy to release the butterflies outside once they hatched!



Throughout the term, the children enjoyed a wide range of creative activities, including painting, cutting, threading, drawing, and working with clay.

We also practiced yoga, explored gardening by planting beautiful flowers, herbs, and veggies (including strawberries, native oregano, basil, and rosemary), and had fun with imaginative play, as the children pretended to be nail technicians, builders, and ballerinas. Of course, we also made sure to get a little messy along the way!





A huge thank you to the Kindergarten Committee of Management and all the parents for your continued support. We couldn't have had such a successful first term without you. We're excited to see what's in store for the second term!

Miss Emma, Miss Bec, Miss Hilda, Miss Steph and Miss Sally

4YO Classroom Highlights



Dear Highmount Community,

We have made an exciting and fruitful start to a year of learning and discovery at 4YO kindergarten. We've had a fantastic start to Term 1, filled with learning, exploring, investigating, experimenting, imagining, creating, forging new and strengthening existing friendships, and having lots of fun. We're pleased to see how quickly your children have settled back into their kindergarten community and we are so incredibly proud of how they are maturing as active and engaged learners.

What We've Been Learning:

Connection and Care: During Term 1 the children have been strengthening their social competency and emotional wellbeing through social learning contexts, our Kindness Tree, respectful relationships, and self-care routines. The children are also developing their sense of identity as a learning community and are starting to understand that they are a part of a group that has expectations and boundaries.

Seasons and Country: The children have engaged in meaningful learning and connected with natural and social worlds around them through place-based learning and foregrounding Aboriginal ways of being and knowing. Place-based learning and fostering a connection to Country has strengthened our community and their sense of belonging. The children have been learning through the East Kulin seasons of Wurundjeri Country. They have successfully and enthusiastically learnt all about Biderap (dry) season and they are now learning about luk (Eel Season). They have also been exploring Reconciliation through our daily Acknowledgement of Country song 'hand in hand'. It is such a powerful experience to see the children sing this song joyfully and be able to talk about what Aboriginal land we learn on and why we acknowledge Country.

Sensory Exploration: We have promoted an overall sense wellbeing in the children through sensory play experiences that facilitate sensory integration, stimulation, relaxation/calm, and mindful focus. Play experiences have included tea party water play, drinks dispenser and cups water play, play dough sculpture, slime play, chickpea sensory tub play, kinetic sand play, and pebble play. The children love to find out what is in our sensory tray each day and we have really noticed what a positive effect these invitations for sensory input and output have on the children engagement and wellbeing.



explore

discover

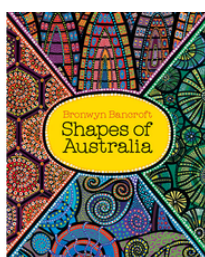
experience

Physical Development and Wellbeing: The children have relished our daily opportunities to strengthen and refine their fine and gross motor skills through developmental physical challenges. This developmental focus to strengthen the children's wellbeing has been a huge success with the children taking on physical and cognitive challenges that have cultivated their fine and gross motor development while supporting their motor planning skills, coordination, sensory integration and dynamic balance skills. The children have been doing so well with our daily challenges that we have now moved on to 2 and 3 step tasks! For example:

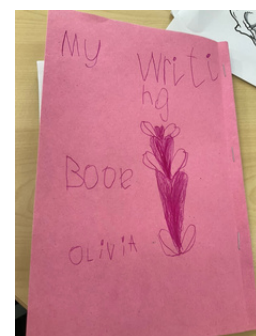
- 1) pushing the icy pole stick through a slit (in a cardboard box)
- 2) putting a button in a slot
- 3) drawing a circle on the whiteboard

We were amazed at how they could complete these sequences, seeking little to no support. They are incredibly capable.

Story Time Adventures: We've enjoyed many wonderful stories and songs, which have helped us develop our language skills and acquisition, listening skills and expand our imaginations. Some of our favourite stories have been *Rainbow* by Ros Moriarty, *Shapes of Australia* by Bronwyn Bancroft, *Frankenslime* Joy Keller, *The Wall* by Catalina Echeverri, and *Noah Dreary* by Aaron Blabey. Books have also acted as an effective tuning in tool to introduce learning and expand in areas of interest.



Early Literacy and Numeracy: This Term we have been using the children's keen interest in mark making to develop their creative and visual communication skills and cultivate their emergent literacy learning and development. The children have been making steady progress towards achieving these goals and we have seen an explosion of skill and knowledge in the children's drawing skills, emergent writing skills, and verbal communication skills. We have also been working with number, shape, patterns and attributes with energy, interest and enthusiasm.



Culture, Language and Identity: To strengthen the children's sense of identity we have been incorporating, honouring, exploring and celebrating culture, language, and family in play. We have included cultural artefacts and cookbooks in the home corner, diverse traditional clothes in our dress up library, multicultural dolls and props in the doll house, diverse language displayed around the room, home languages in group time, and dual language books at story-time. For example, we read the 'Days of the Week in Mandarin' big book with the class. This experience supported our Mandarin speaking children to act as linguistic and cultural experts while other children's curiosity and interest was sparked, as they learnt about diverse ways of being and knowing. Furthermore, we also discovered that some children, hold a strong interest in Chinese culture and this is something we can explore further with them.

Important Reminders:

Clothing:

Please send your child in comfortable, weather-appropriate clothing that they can easily move in. Remember to pack at least two spare sets of clothes as we promote messy play and in case of accidents. Also, please do not send your child in their best clothes as they regularly engage in sensory, messy and creative play.

Parent Communication:

Please ensure you are checking Storypark regularly as this is our primary mode of communication with you other than face-to-face conversations. On Storypark, you will find documentation of your child's learning and development, reminders and information about upcoming events, and important community notices.

Upcoming Events:

31/03/2025: Elders Day - Grandparents, aunties, uncles, parents and special friends are welcome to join us for an afternoon of connection and celebration where we can share a sense of fun and community with one another.

03/04/2025: Lizard Wizard Incursion - Monique and Ryan will be visiting the service at 10:30 am on Thursday 3rd April to support the children to learn about Australian native animals. This experience will support the children's ongoing learning about Country and the East Kulin seasons while strengthening their sense of environmental kinship.

Parent Involvement:

We encourage parent/family involvement in our kindergarten community. Please let us know if you are interested in volunteering or sharing a special skill with the children.

What a wonderful Term we have shared so far at 4YO kindergarten! The children's enthusiasm and curiosity make every day a joy. We look forward to continuing this very special journey with you and your child.

Thank you for your support!

Warmly,

Miss Bee, Miss Hilda and Miss Steph



Has your child recently received a vaccination?

If your child has recently received a vaccination, then our enrolment records may be out of date. It is important for our service to know enrolled children's immunisation status.

Why we require this information: If there is a disease outbreak at the service, accurate and current evidence of immunisation is needed to identify children at risk and what actions or precautions need to be taken to best protect children's health. Some children may need to be excluded from the service until it is safe for them to return. Health Department officials may also review this record in the event of a disease outbreak at the service.

How to obtain an updated Immunisation History Statement (AIR) from the Australian Immunisation Register.

- myGov <<https://my.gov.au/>>
- Medicare Express Plus < <https://www.servicesaustralia.gov.au/express-plus-medicare-mobile-app>>
- Medicare Service Centre < <https://findus.servicesaustralia.gov.au/>>
- Australian Immunisation Register, free call on 1800 653 809
- Ask your GP/immunisation nurse to print the statement (note, not all immunisation providers can do this).

Monash Council Immunisation Services offers free vaccinations, available through the National Immunisation Program Schedule for infants, school children and adults.

National Immunisation Program Schedule



Childhood vaccination

(also see vaccination for people with medical risk conditions)

Age	Diseases	Vaccine Brand	Notes
Birth	<ul style="list-style-type: none"> Hepatitis B (usually offered in hospital) 	H-B-Vax® II Paediatric or Engerix B® Paediatric	Should be given to all infants as soon as practicable after birth. The greatest benefit is if given within 24 hours and must be given within 7 days.
2 months (can be given from 6 weeks of age)	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib) Rotavirus Pneumococcal Meningococcal B (Aboriginal and Torres Strait Islander children) 	Infanrix® hexa or Vaxelis® Rotarix® Prevenar 13® Bexsero®	Rotavirus vaccine: First dose must be given by 14 weeks of age. Meningococcal B vaccine: Prophylactic paracetamol recommended.
4 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib) Rotavirus Pneumococcal Meningococcal B (Aboriginal and Torres Strait Islander children) 	Infanrix® hexa or Vaxelis® Rotarix® Prevenar 13® Bexsero®	Rotavirus vaccine: The second dose must be given by 24 weeks of age. Meningococcal B vaccine: Prophylactic paracetamol recommended.
6 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib) Pneumococcal (Children with specified medical risk conditions) Pneumococcal (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) Meningococcal B (Aboriginal and Torres Strait Islander children with specified medical risk conditions) 	Infanrix® hexa or Vaxelis® Prevenar 13® Prevenar 13® Bexsero®	Pneumococcal vaccine: An additional (3rd) dose of 13vPCV is required for Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld, and all children with specified medical risk conditions for pneumococcal disease. Refer to the Immunisation Handbook. Meningococcal B vaccine: Prophylactic paracetamol recommended.
6 months to <5 years (annually)	<ul style="list-style-type: none"> Influenza 	Age appropriate	Administer annually. In children aged 6 months to less than 9 years of age in the first year of administration, give 2 doses a minimum of 1 month apart. One dose annually in subsequent years. Information on age appropriate vaccines is available in the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines.
12 months	<ul style="list-style-type: none"> Meningococcal ACWY Measles, mumps, rubella Pneumococcal Meningococcal B (Aboriginal and Torres Strait Islander children) 	Nimenrix® M-M-R® II or Priorix® Prevenar 13® Bexsero®	Meningococcal B vaccine: Prophylactic paracetamol recommended.
18 months	<ul style="list-style-type: none"> Haemophilus influenzae type b (Hib) Measles, mumps, rubella, varicella (chickenpox) Diphtheria, tetanus, pertussis (whooping cough) Hepatitis A (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) 	Acti-HB® Priorix-Tetra® or ProQuad® Infanrix® or Triptacel® Vaqta® Paediatric	Hepatitis A vaccine: First dose of the 2-dose hepatitis A vaccination schedule if not previously received a dose.
4 years	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), polio Pneumococcal (Children with specified medical risk conditions) Pneumococcal (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) Hepatitis A (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld) 	Infanrix® IPV or Quadacel® Pneumovax 23® Pneumovax 23® Vaqta® Paediatric	Pneumococcal vaccine: Administer first dose of 23vPPV at age 4 years, followed by second dose of 23vPPV at least 5 years later. Refer to the Immunisation Handbook for specified medical risk conditions . Hepatitis A vaccine: Not required if previously received 2 doses (first dose at age ≥12 months) at least 6 months apart.
≥ 5 years (annually)	<ul style="list-style-type: none"> Influenza (Children with specified medical risk conditions) Influenza (Aboriginal and Torres Strait Islander children) 	Age appropriate Age appropriate	Administer annually. In children aged 6 months to less than 9 years of age in the first year of administration, give 2 doses a minimum of 1 month apart. One dose annually in subsequent years. Information on age appropriate vaccines is available in the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines.

Adolescent vaccination

(also see vaccination for people with medical risk conditions)

Age	Diseases	Vaccine Brand	Notes
All ages	<ul style="list-style-type: none"> Influenza (adolescents with specified medical risk conditions) Influenza (Aboriginal and Torres Strait Islander adolescents) Pneumococcal (adolescents with specified medical risk conditions) 	Age appropriate Age appropriate Prevenar 13® and Pneumovax 23®	Influenza vaccine: Administer annually. For information on an age appropriate vaccine or specified medical risk conditions refer to the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines. Pneumococcal vaccine: For people with specified medical risk conditions administer a dose of 13vPCV at diagnosis followed by 2 doses of 23vPPV. Refer to the Immunisation Handbook for dose intervals .
12–13 years (Year 7 or age equivalent)	<ul style="list-style-type: none"> Human papillomavirus (HPV) Diphtheria, tetanus, pertussis (whooping cough) 	Gardasil®9 Boostrix® or Adacel®	HPV vaccine: Single dose recommended. Not required if previously received. If dose was missed and not previously received, a catch-up is available up to and including 25 years of age.
14–16 years (Year 10 or age equivalent)	<ul style="list-style-type: none"> Meningococcal ACWY 	MenQuadfi®	

EXCLUSIONS FOR COMMON OR CONCERNING CONDITIONS

The Department of Education (DE) directive states that, *'It's important to make sure unwell children and educators stay at home until their symptoms resolve and seek medical assistance as required. Services should send unwell children or educators home in accordance with Preventing Infectious Diseases in Early Childhood Education and Care Services.'*

Our educators will be using the guidelines to inform their decision-making processes and actions when managing illness at the Preschool service and we ask for your understanding and support as they implement them.

Exclusion for common or concerning conditions

These are 20 of the more common or concerning conditions seen in care services.
For the full list of exclusion based on conditions, see the *Staying Healthy* guidelines.



CONDITION	EXCLUSION OF DIAGNOSED PERSON
Chickenpox (varicella)	Exclude until all blisters have dried - this is usually at least 5 days after the rash first appeared in non-immunised children, and less in vaccinated children See the guidelines for contact exclusions
Conjunctivitis or eye discharge	Exclude until discharge from the eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis)
Ear infection	Not excluded unless they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding)
Fever	Exclude until the temperature remains normal, unless the fever has a known non-infectious cause If the child has gone home from the service with a fever but their temperature is normal the next morning, they can return to the service If the child wakes in the morning with a fever, they should stay home until their temperature remains normal If a doctor later diagnoses the cause of the child's fever, follow the exclusion guidance for that disease
Gastroenteritis ('gastro') • <i>Campylobacter</i> infection • Cryptosporidiosis • Giardia infection (giardiasis) • Rotavirus infection • <i>Salmonella</i> infection (salmonellosis) • <i>Shigella</i> infection (shigellosis)	Exclude until there has not been any diarrhoea or vomiting for at least 24 hours Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours) Check if your state or territory has different requirements for gastroenteritis
• Norovirus infection	Exclude until there has not been any diarrhoea or vomiting for at least 48 hours
Hand, foot and mouth disease	Exclude until all blisters have dried
Head lice	Not excluded, as long as effective treatment begins before the next attendance at the service The child does not need to be sent home immediately if head lice are detected
Hib (<i>Haemophilus influenzae</i> type b)	Exclude until the person has received treatment for at least 4 days
Measles	Exclude for at least 4 days after the rash appeared See the guidelines for contact exclusions
Meningitis (viral)	Exclude until person is well
Meningococcal infection	Exclude until the person has completed antibiotic treatment
Mumps	Exclude for at least 9 days or until swelling goes down (whichever is sooner)
Pneumococcal disease	Exclude until person has received antibiotic treatment for at least 24 hours and feels well
Rash	Not excluded unless combined with other concerning symptoms (fever, tiredness, pain, poor feeding)
Respiratory conditions and infections • Bronchitis and bronchiolitis • Common cold • COVID-19 (also refer to state or territory advice) • Croup • Flu (influenza) • Human metapneumovirus • Pneumonia • RSV (respiratory syncytial virus)	If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), exclude them only if: • the respiratory symptoms are severe, or • the respiratory symptoms are getting worse (more frequent or severe), or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) Otherwise do not exclude. A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service
Shingles (zoster infection)	Exclude children until blisters have dried and crusted Adults who can cover the blisters are not excluded (they are excluded if blisters cannot be covered) See the guidelines for contact exclusions
Skin-related infections • Cold sores (herpes simplex)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot maintain these practices (for example, because they are too young), exclude until the sores are dry Cover sores with a dressing, if possible
• Fungal infections of the skin or scalp (ringworm, tinea, athlete's foot) • Impetigo (school sores) • Scabies and other mites causing skin disease	Exclude until the day after starting treatment For impetigo, cover any sores on exposed skin with a watertight dressing
• Warts	Not excluded
Strep throat	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well
Whooping cough (pertussis)	Exclude until at least 5 days after starting antibiotic treatment, or for at least 21 days from the onset of coughing if the person does not receive antibiotics See the guidelines for contact exclusions
Worms	Not excluded

The Department of Health has developed the document, Minimum Period of Exclusion from Primary Schools and Children's Services for Infectious Diseases Cases and Contacts, to assist in protecting the public by preventing, or containing, outbreaks of infectious conditions common in schools and other children's services and is regulated by the Public Health and Wellbeing Regulations 2019.

Google Review

You are invited to write a google review about why you selected Highmount Preschool for your child.

To leave a Google Review please visit; <https://g.page/highmountpreschool/review?rc>



GOOGLE REVIEW



★★★★★

Why did you select Highmount Preschool for your child?

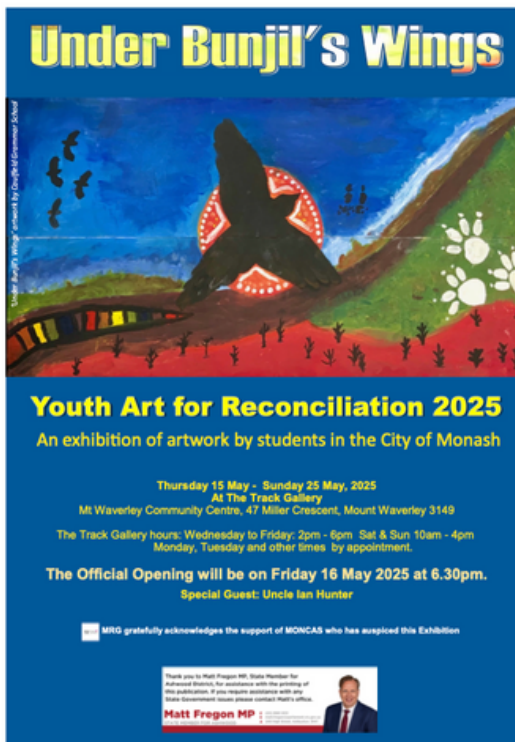
Prospective families often reach out to Google reviews when going through the process of selecting a preschool for their child.

We have passionate and dedicated educators delivering a quality educational program, a fully upgraded playground, and a wonderful preschool community. We ask for your assistance in showcasing our fabulous preschool to enhance our enrolments.

You are invited to write a Google review about why you selected Highmount Preschool for your child.

To leave a Google Review please visit; <https://g.page/highmountpreschool/review?rc>

Advertisements



Under Bunjil's Wings

Youth Art for Reconciliation 2025
An exhibition of artwork by students in the City of Monash

Thursday 15 May - Sunday 25 May, 2025
At The Track Gallery
Mt Waverley Community Centre, 47 Miller Crescent, Mount Waverley 3149

The Track Gallery hours: Wednesday to Friday: 2pm - 6pm Sat & Sun 10am - 4pm
Monday, Tuesday and other times by appointment.

The Official Opening will be on Friday 16 May 2025 at 6.30pm.
Special Guest: Uncle Ian Hunter

MRO gratefully acknowledges the support of MONCAS who has auspiced this Exhibition

People join to Matt Fregon MP, State Member for Ashwell District, for assistance with the printing of this publication. If you require assistance with any State Government issues please contact Matt's office.

Matt Fregon MP



ST CHRISTOPHER'S PRIMARY SCHOOL, GLEN WAVERLEY

OPEN DAY
Every DAY
COME AND TOUR ANYTIME BY APPOINTMENT

SCHOOL TOURS
Thursday 20th February 6-8pm
Wednesday 19th March 10am-12pm (by appointment)

St Christopher's is a warm and welcoming school with enriched educational opportunities in an environment of strong values, where individual attention to each child is the highest priority. We value and celebrate the multicultural and social diversity of our community.

- STRONG ACADEMIC PERFORMANCE
- IMPRESSIVE NAPLAN RESULTS OVER MANY YEARS
- CARING AND SUPPORTIVE ENVIRONMENT
- BUDDY PROGRAM
- SMALL CLASSES
- EXPERT TEACHERS
- FAITH IN ACTION
- AFFORDABLE EDUCATION
- CONCESSIONAL SCHOOL FEES AVAILABLE

Everyone at St Christopher's is very friendly and our teachers really care about us. (Eva, Year 3)

Book a tour by phoning: 03 9803 0011 | principal@scsyndal.catholic.edu.au
St Christopher's Primary School, 5 Doon Ave, Glen Waverley, Vic 3150 | www.scsyndal.catholic.edu.au

In Faith We Live, Love and Learn