



# NEWSLETTER

## Highmount Preschool



*"The road to anywhere begins in the classroom."*

- Hubert Humphrey

### Upcoming Events / Key Dates

#### Term Dates – 2025

##### Term 2

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

**PYJAMA DAY - Friday 4<sup>th</sup> July**

**FUNDRAISING DISCO - Friday 4<sup>th</sup> JULY**

**WORKING BEE - SATURDAY 19<sup>TH</sup> JULY**

##### Term 3

Monday 21<sup>st</sup> July to Friday 19th September  
(10 weeks)

**Friday 27<sup>th</sup> September - Grand Final Friday**

##### Term 4

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

**Tuesday 4<sup>th</sup> November - Melbourne Cup**

**Thursday 25<sup>th</sup> December - Christmas Day**

**Friday 26<sup>th</sup> December - Boxing Day**

**NEW**

### DIGITAL SIGN IN/SIGN OUT

**As per recent communication, Highmount Preschool will be transitioning to a new method of attendance data collection.**

**The following pages contain important information. To ensure a smooth transition it is imperative that you read and familiarise yourself with the instructions.**

**During the transition period we anticipate that drop off and pick up will take longer than usual.**

**We thank you in advance for your patience and understanding and we apologise in advance for any inconvenience.**



The following pages contain important information on the new Arrival digital sign in / sign out system to be implemented in Term 3.

ARRIVAL

VICTORIA  
State Government

Department  
of Education

## Arrival digital sign in sign out

### Information for families about digital sign in and out for sessional kindergarten

Kindergartens collect attendance data when families sign their children in and out each day. Currently this might be done using paper sign in sheets or a digital system.

Beginning in 2025, kindergartens must report this data to the Victorian Department of Education. The department will use this information to support kindergarten attendance as part of the [Preschool Reform Agreement](#), so that all Victorian children receive the full learning and development benefits of a quality early childhood education.

To support data reporting, kindergartens that use paper sign in sheets to record attendance will be moving to a digital sign in sign out system called **Arrival**.

### What is digital sign in sign out?

Digital sign in sign out allows families to **sign their child in and out** of kindergarten sessions using a device at the kindergarten service.

### How do I get started with Arrival?

**Step 1:** Your kindergarten service will let you know when they will start using Arrival. Parents and authorised nominees (people permitted to collect a child) will be provided with a temporary personal identification number (PIN) to access the system.

**Step 2:** When you use Arrival for the first time, you will be prompted to enter your mobile number and your temporary personal identification number (PIN) on the device's screen. You will then be prompted to reset your PIN.

**Step 3:** You will use your new PIN and your mobile number to sign your child in and out of kindergarten each day.

### What if I don't have a mobile phone number?

If you or someone else that is authorised to drop off and collect your child does not have a mobile phone number, a member of staff at your kindergarten can sign your child in and out.

### How do I sign my child in and out of a kindergarten session?

Signing your child in and out of a session is a simple process:

1. You will enter your mobile number and PIN into the system
2. You will be prompted to sign your child in or out of the selected session
3. If your child has missed a previous session, for example due to illness, you will also be prompted to select a reason for their absence.

To find out more about how your data is used by the department see the *Kindergarten attendance data collection factsheet*.

# ARRIVAL: STEP BY STEP GUIDE

## How do I login to Arrival for the first time?

### Quick Reference Guide

**1**

ARRIVAL VICTORIA State Government

Please use your mobile number and PIN to login

Your mobile phone number (Required)

PIN (Required)

Forgotten your PIN? →

Login

Enter your mobile number

Enter your temporary PIN

This is the last 4 digits of your mobile number

**2**

Create your new PIN (Required)

Your PIN must be 4 digits

Confirm your new PIN (Required)

Cancel Save

Your PIN must be...

- Must be 4 digits
- Cannot be consecutive numbers
- Cannot be the same number 4 times
- Cannot be the same as the temporary PIN
- New PIN and Confirm New PIN must match

Enter a new PIN

Confirm your new PIN

Click Save

**3**

You will be taken back to the login screen ready to sign your child in.

Your mobile phone number (Required)

PIN (Required)

Forgotten your PIN? →

Login

Enter your mobile number

Enter your new PIN

Click Login

## How do I sign my child in and out using Arrival?

### Quick Reference Guide

#### Signing in

**1**

ARRIVAL VICTORIA State Government

Please use your mobile number and PIN to login

Your mobile phone number (Required)

PIN (Required)

Forgotten your PIN? →

Login

Login with your mobile number and PIN

**2**

The session times of children you are responsible for will appear.

Mia Singh

09:00-15:00

Not signed in

Present Absent

Sign in

Confirm the child's name and session time

Click Sign in

Your child is now signed in

**3**

If you are early or late you will be prompted to give a reason:

Mia Singh

09:00-13:00

Not signed in

Late Absent

Reason for being late?

Select

Click Sign in

Please select a reason for being early or late

#### Signing out

**1**

ARRIVAL VICTORIA State Government

Please use your mobile number and PIN to login

Your mobile phone number (Required)

PIN (Required)

Forgotten your PIN? →

Login

Login with your mobile number and PIN

**2**

Mia Singh

09:00-13:00

Signed in

Reason for leaving early?

Select

Sign out

Confirm the child's name and session time

Click Sign out

If you are early or late, select a reason from the drop-down list



## **How will my child's attendance data be used?**

The attendance data collected in Arrival will be reported to the department securely to help the department to plan supports for children and families. The department may also share de-identified attendance information, meaning your and your child's name will not be shared, in the following circumstances:

- to meet national reporting obligations. Some attendance information will be shared with the Australian Bureau of Statistics so that they can report on the numbers of children attending kindergarten in Australia each year
- to help academic researchers study part of the childcare or kindergarten system in Victoria.

## **How will attendance data be collected?**

Currently, kindergartens use either digital or paper-based systems for parents and carers to sign their children into and out of kindergarten each day.

To support information collection, we have launched a new system called Arrival to replace the paper-based systems used at some kindergartens. This means kindergartens will either use Arrival or their current digital system to collect attendance data.

To ensure that an authorised person is dropping off and collecting children from the service, Arrival will also record that person's:

- name
- mobile phone number
- relationship to the child.

If your child has missed a session, for example due to illness, you will be prompted to select a reason the next time you sign your child in.

The collection of this new information will have no impact on your child's place at kindergarten.

## **How will my information be kept safe and secure?**

All information will be handled in accordance with the Department of Education's [Privacy Policy](#) and relevant privacy legislation including the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic).

If you need to update or correct your personal information, please contact your kindergarten service.



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# PRESIDENT'S REPORT

**And just like that** another term comes to an end. I'm sure you'll all agree that our children have grown and learned so much. Having been in the President role for 6 months now I get a front row seat to what I can only describe as a show of commitment, passion and dedication by all of our teaching staff. The planning that goes into each and every session not only aligns with the required learning outcomes but is so much fun and stimulating for our children.

At the start of the term we had a fresh coat of paint for the sandpit decking and Bali hut and the creation of the much loved rest and relaxation area, affectionately known as the 'quiet area'. The wheels are in motion for another fundraiser being the end of term **disco** on **Friday 4th July** which will be a great way to end the term for the children.

We'll be having our winter **Working Bee** on **Saturday 19th July** and info will be out soon about that. We would love it for anyone who can give an hour or so to come and roll your sleeves up and make the place great for Term 3.

**Speaking of volunteering**, as always we greatly appreciate all of you who have made voluntary contributions to the kinder. Your financial contributions go towards providing additional learning materials and resources, offer more excursions and incursions and maintain our quality outdoor play spaces. If you haven't contributed yet and would like to, please contact Anastasia for more info.

Another friendly reminder that as we get deeper into the **cold and flu season** that you please consider others when your child is unwell and keep them home. What could be something mild for one child could be so much more serious for another when spread.

I also wanted to reinforce the **vital importance of vaccinations in early childhood**. Vaccinations are not just a personal choice, they are a public responsibility. In environments like kindergartens where children are in close contact every day, even one unvaccinated child can put others at risk, including those who are too young or medically unable to be vaccinated. We urge all families to ensure their child's immunisations are current, not only for their own protections, but out of respect and care for the health of every child and staff members at our centre. The National Immunisation Program Schedule is included in this newsletter for your reference in addition to why our service is required to maintain up-to-date information on your child's vaccination status. We thank you in advance for your understanding and compliance.

**I hope you have a fantastic break and look forward to seeing you all again in Term 3!**



President

Highmount Preschool Association Incorporated

[presidenthighmount@gmail.com](mailto:presidenthighmount@gmail.com)

# COMMITTEE UPDATES - DISCO



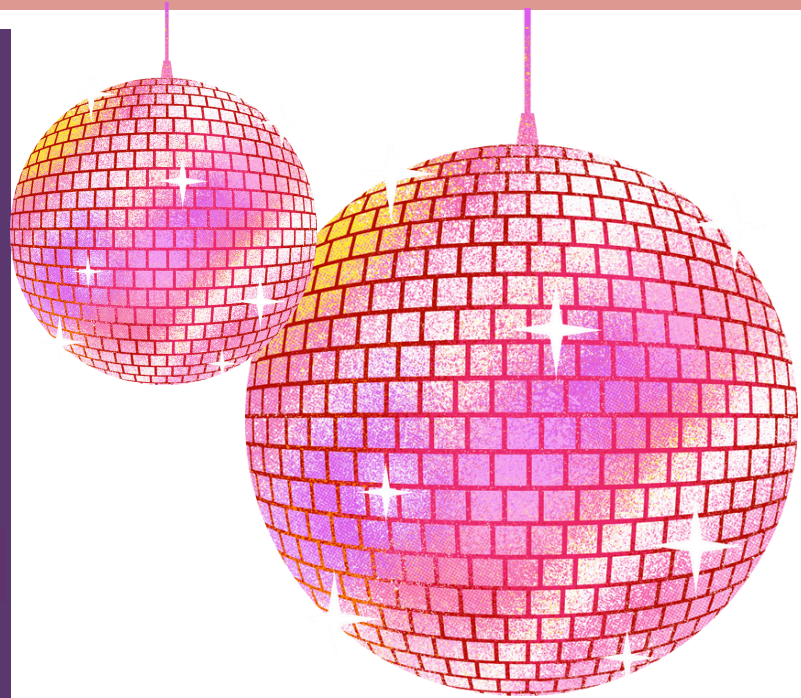
## HIGHMOUNT FUNDRAISING DISCO

Come and join us for the Highmount  
Kids Disco. Come dressed in your  
best disco clothes.

Time: 5:00pm - 6:30pm  
Date: Friday 4 July 2025  
Place: Highmount Preschool  
Price: \$20.00 per child

Cost includes sausage sizzle for children and parents and a  
take home party bag for each child.

All proceeds go to the Preschool to fund supplies,  
equipment and incursions/excursions.



To book, click the following link  
<https://www.trybooking.com/DBMHY>

# COMMITTEE UPDATES - WORKING BEE



The Committee of Management is holding a **Working Bee** on **Saturday 19th July from 9:00am to 12:00pm**. We would love for as many families to attend as possible, even if you can only make yourself available for an hour or two.



The purpose of the working bee is to tidy up and freshen up the indoor and outdoor environment before the commencement of Term 3. It will also be an opportunity to socialise with other families as well as an opportunity to involve the children in respecting and caring for their kindergarten environment.

Further details will be provided in Storypark closer to the date.  
If you have any questions, please contact Adrian Filzek at  
[presidenthighmount@gmail.com](mailto:presidenthighmount@gmail.com)



## Working Bee

**SATURDAY 19TH JULY 9:00AM TO 12:00PM**



# CHILDREN'S BOOK WEEK 16-23 AUGUST 2025



Reading aloud and sharing stories with your child is a great way to spend time together. Reading and storytelling also helps promote language, literacy and brain development.

Why reading is important for babies and young children

Sharing stories, talking and singing every day **helps your child's development in lots of ways.**

Reading and sharing stories can:

- help your child become familiar with sounds, words, language and the value of books
- spark your child's imagination, stimulate curiosity and help his brain development
- help your child learn the difference between 'real' and 'make-believe'
- help your child understand change and new or frightening events, and also the strong emotions that can go along with them
- help your child develop early literacy skills like the ability to listen to and understand words.

Sharing stories with your child doesn't mean you have to read.

Just by **looking at books with your child**, you can be a great storyteller and a good model for using language and books. Your child will learn by watching you hold a book the right way and seeing how you move through the book by gently turning the pages.

Reading stories with children has benefits for grown-ups too. The special time you spend reading together **promotes bonding and helps to build your relationship.** This is important for your child's developing social and communication skills.

## BOOK WEEK FUNDRAISER



As part of Book Week celebrations we will be inviting our 4YO children to dress up on Thursday 21<sup>st</sup> August.

Highmount preschool has joined with ROOP (Reading Out Of Poverty) to help close the literacy gap and bring the joy of reading to Indigenous children living in remote communities like Yarrabah in Far North Queensland.

### Why Your Help Matters?

Access to libraries and educational resources remains a major challenge in underserved communities like Yarrabah.

- Only **20%** of students in very remote areas meet reading standards, compared to **96%** in major cities.
- Indigenous students are **four times more likely** to fall below minimum literacy benchmarks.
- Many schools in Yarrabah have no fully resourced library, and young children often have **no age-appropriate books** at all.

Without intervention, these early literacy gaps can last a lifetime. But together, we can change that.

# 3YO Classroom Highlights



Dear Golden Wattle families,

It is hard to believe that term two is almost complete, but what a wonderful term we have had! The children have well and truly settled into their kindergarten space, and they are becoming more explorative, adventurous and autonomous in their own learning, each day.

Term two has been all about connecting with each other and being proud of oneself, as they explore their world and build on their confidence, independence, and curiosity.

## Community Connections and Incursions:

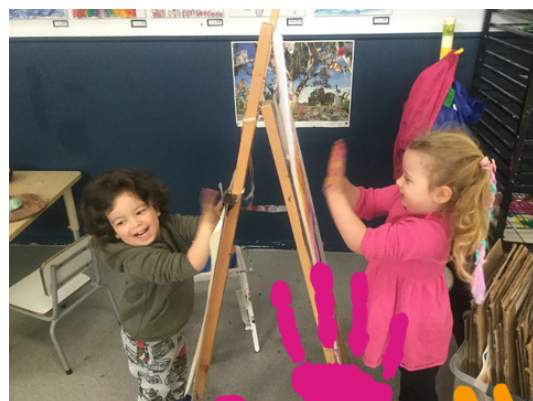
This term, we have had some fantastic incursions that helped bring the wider community into our learning space.

We were visited by nurse Effie and Ella the paramedic, who shared their roles in keeping us healthy and safe. The children were fascinated by the games, uniforms, equipment and discussions they were able to engage in during these times. It was wonderful to see so many connections being made about their own experiences and deepening their understanding of the important role our medical professionals have in helping our community.

We also had a special Bunnings gardening incursion, where the children planted beautiful winter herbs and vegetables. This hands-on experience supported their understanding of respecting our environment, life cycles and the importance of guardianship or the land. Our visit from Holly's Bees was another highlight! The children loved learning about Australia's native bees and the importance of housing these tiny insects in our own gardens.



During **Reconciliation Week**, we engaged in stories, songs, and discussions that deepened the children's understanding of Aboriginal and Torres Strait Islander peoples. These experiences embedded within our program all throughout the year, to teach through culture, not about culture. These learning experiences are an important part of building respectful and inclusive mindsets from the earliest years.



## Learning Through Play

This term, we've seen a beautiful focus on building social connections amongst peers. The children are beginning to recognise that they enjoy playing with those who have common interests, they are learning to share, take turns, show empathy and develop strategies when social challenges arise. Play experiences such as small world play and small group games, encouraged imagination, language skills and teamwork.

The 3YO kindergarten children have been particularly adventurous in their physical play, especially when using the climbing frames and playground for risky play. This kind of gross motor exploration helps the children with developing confidence, strength, and problem-solving skills in a safe, supervised environment.

Furthermore, the children have also shown great interest in a range of sensory materials, including water play, slime, paints, textured objects, and natural items. These experiences support creativity, emotional regulation, and sensorimotor development.

## Literacy and Early Learning

It has been exciting to watch many of the children begin to recognise letters and symbols, particularly those in their own names. These early literacy experiences have been embedded within the program through practicing and tracing letters, singing songs, daily discussions, reading stories/storytelling and many other literacy and language mediums.

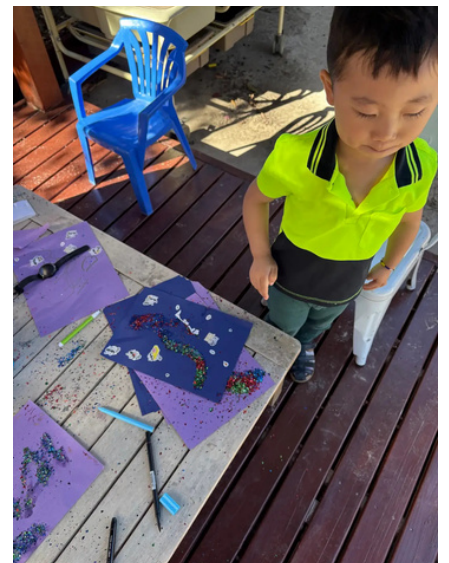
Finally, our calm corner continues to be a beloved space where the children can take a moment to enjoy some quiet time with a book, another peer, or to utilise our sensory tools. It has been wonderful to see children enjoying this beautiful space and learning to recognise their own needs, when they need a moment to calm their bodies.

## Looking Ahead

As we head into the following term, we are so looking forward to continuing to foster the 3YO kindergarten children in their learning journey's. Thank you to all parents, families and CoM for your continued support.

Sincerely,

*The 3YO Teaching Team*





Just a reminder that the **3YO Golden Wattle** will be participating in **Pyjama day on Friday 4th of July.**

Children are invited to come dressed in their cosiest PJs and slippers (please note if they are coming in slippers to also pack proper shoes for when we play outside) We will be enjoying some episodes from the ABC kids library in our 'Highmount cinema' whilst enjoying some yummy snacks (more details to follow)

We are raising money for a special organisation

'VERY SPECIAL KIDS'

If you would like to know more about who VSK are and what they do

Please click this link:

<https://vsk.org.au/>



We are going to be supporting the children in learning about disability and inclusion and what our donations can do to support this particular organisation.

We have a fundraising goal of \$250 so if you can spare any change to donate, any amount is greatly appreciated big or small - it doesn't matter it all counts.

Please see the poster below more details.

You can use this link below to donate to our fundraiser:

<https://vsk.grassrootz.com/do-something-very-special-your-way/highmount-preschool>

**Pyjama Day**

Golden Wattle children are invited to come along to kinder in their PJ's and enjoy a movie, some snacks and a day of fun to help raise funds for a wonderful organisation Very Special Kids

**FRIDAY JULY 4<sup>th</sup> (last day of Term 2)**

Any donations big or small are appreciated. Please use the QR code below to donate online, alternatively cash can be deposited into the fundraising tin at kinder. Thank you

I'm doing something **very special** for seriously ill kids

All children deserve quality of life, no matter how long or short their life may be.

Support my Very Special Kids fundraiser and help children and young people with life-limiting conditions live their best life.

# HAPPY MOTHER'S DAY



Dear Golden Wattle families,





# 4YO Classroom Highlights



What a wonderfully busy and enriching Term 2 it's been for our 4-year-old Silver Banksia Group! We've been so proud to watch your children grow, learn, and engage with the world around them in truly meaningful ways. Here's a look at some of our adventures and learning experiences this term:

## **Embracing Reconciliation and First Nations Perspectives**

This term, the children have deepened their understanding of and engagement in reconciliation. We've broadened their understanding and experience of the world by learning from, through, and about First Nations ways of being and knowing – including perspectives, cultures, histories, peoples, and languages. This was brought to life through many authentic experiences.

Our budding artists enthusiastically participated in the 2025 Youth Art for Reconciliation Exhibition, submitting a collaborative artwork inspired by the theme "Under Bunjil's Wings." We even visited the exhibition, coming together in the gallery to view the amazing artworks created by children across the Monash community. While there, the children paid their respects to Wurundjeri Elders past, present, and emerging by acknowledging Country and singing songs in Woi Wurrung and other Aboriginal languages like Yorta Yorta.

## **Reconciliation Week and Giving Back**

During Reconciliation Week, the children enthusiastically engaged in fundraising for Children's Ground's annual 'Wear it Yellow Campaign'. It was amazing to see our Preschool awash with yellow in support of our Aboriginal brothers and sisters on our dress-up day. We're thrilled to share that the Silver Banksia Group raised an impressive \$415! This was a wonderful opportunity to empower the children to learn about and contribute to helping others, understanding social justice, and acting with kindness and empathy.



## **Connecting with Our Community**

Our engagement with the community didn't stop there! The children also visited our local library for browsing and story time. This experience not only supported children's emergent literacy and communication development but also fostered a love of reading and helps them learn about civics and citizenship as they interact with community services and structures.

## **Cultivating Environmental Kinship**

The children also strengthened their understanding of sustainability and the importance of good waste management. They eagerly participated in a 'waste management and sustainability session' with the Monash City Council, learning all about how to use the different coloured bins and why it's important to reduce, reuse, repurpose, and recycle! This was one of many experiences this term that has supported the children to develop their ever-growing sense of environmental kinship.



## **Dancing with Joy!**

We continued to learn from and with people in our local community this term, as the children engaged in a very fun and energetic dancing incursion with Miss Jessica from The Dance Studio. Miss Jessica supported the children to move joyfully to music, follow movement patterns, and tell stories through dance. It was so much fun, and you could see how positively it affected their moods and sense of wellbeing!



## Celebrating Special People

We also warmly welcomed mothers, mother figures, and very special people to the Service to celebrate our Mother's and Special Persons Day. It was so lovely to come together and celebrate the wonderful people in our lives who love and care for us. It was an important opportunity for the children to enjoy connection, community, and affirm their sense of identity through pivotal relationships. Community events like these play a key role in fostering a strong sense of wellbeing and a positive sense of self for the children. We can't wait for our Father's and Special Persons Day next term!

## Adventures with Everywhere Bear

The fun has not stopped there! This term, the children were introduced to a very special friend, the Everywhere Bear. This is a much-loved and memorable experience where children take home our Everywhere Bear (based on Julia Donaldson's book of the same title) and document their adventures together in our special journal. The children then bring the bear and journal back to kindergarten and present the journal, as we support them to use purposeful oral communication to share their experiences with their peers and teachers. This experience has been a meaningful and effective way to support the children's persistent and growing interest in engaging in different modes and structures of speaking and listening, inviting and supporting them to engage in purposeful, planned, and more formal modes of speaking.



## Looking Ahead: Intergenerational Connections and Healthy Smiles!

Looking ahead for the rest of the term, we are thrilled to be kicking off our Intergenerational Program for 2025 with our grand-friends from the Nellie Melba Retirement Village. Not only will our grand-friends be visiting us, but we will also be travelling by bus to the Nellie Melba Retirement Village. These will be the first of many reciprocal visits for the year! Our Intergenerational Program, developed by Miss Hilda, cultivates the children's sense of wellbeing and understanding of civic participation through connection and relationships between people in the wider community. Throughout the program, children will be participating in meaningful activities with the residents that build connections and foster friendships, and it is sure to be lots of fun!

Finally, we will be finishing off Term 2 with an incursion from Berri Healthy Smiles. This educational program will emphasise the importance of maintaining good oral health through hygiene, healthy eating, and visiting the dentist. The children are very excited to meet the dentist and learn all about oral health and hygiene!

Thank you to the amazing children in the 4YO Silver Banksia Group for a wonderfully fun and fruitful term at kindergarten. We are so incredibly proud of your progress, growth, kindness, creativity, and never-ending sense of curiosity. It has been an absolute joy to be a part of your learning journey this term, and we can't wait to continue to support you to learn through play in Term 3.

*Miss Bee, Miss Hilda, and Miss Steph*

## Do we have your child's latest Immunisation History Statement?

**Our service is required to keep evidence showing your child is up to date with immunisations.**

**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.**

**If the Immunisation History Statement on file is current and no vaccines have become due, you do not need to give us another copy of the statement.**

**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.

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
<b>Birth</b>	<ul style="list-style-type: none"> <li>Hepatitis B (usually offered in hospital)</li> </ul>	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.
<b>2 months</b> (can be given from 6 weeks of age)	<ul style="list-style-type: none"> <li>Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib)</li> <li>Rotavirus</li> <li>Pneumococcal</li> <li>Meningococcal B (Aboriginal and Torres Strait Islander children)</li> </ul>	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.
<b>4 months</b>	<ul style="list-style-type: none"> <li>Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib)</li> <li>Rotavirus</li> <li>Pneumococcal</li> <li>Meningococcal B (Aboriginal and Torres Strait Islander children)</li> </ul>	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.
<b>6 months</b>	<ul style="list-style-type: none"> <li>Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib)</li> <li>Pneumococcal (Children with specified medical risk conditions)</li> <li>Pneumococcal (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld)</li> <li>Meningococcal B (Aboriginal and Torres Strait Islander children with specified medical risk conditions)</li> </ul>	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 <a href="#">specified medical risk conditions</a> for pneumococcal disease. Refer to the Immunisation Handbook. Meningococcal B vaccine: Prophylactic paracetamol recommended.
<b>6 months to &lt;5 years</b> (annually)	<ul style="list-style-type: none"> <li>Influenza</li> </ul>	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 <a href="#">age appropriate vaccines</a> is available in the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines.
<b>12 months</b>	<ul style="list-style-type: none"> <li>Meningococcal ACWY</li> <li>Measles, mumps, rubella</li> <li>Pneumococcal</li> <li>Meningococcal B (Aboriginal and Torres Strait Islander children)</li> </ul>	Nimenrix® M-M-R® II or Priorix® Prevenar 13® Bexsero®	Meningococcal B vaccine: Prophylactic paracetamol recommended.
<b>18 months</b>	<ul style="list-style-type: none"> <li>Haemophilus influenzae type b (Hib)</li> <li>Measles, mumps, rubella, varicella (chickenpox)</li> <li>Diphtheria, tetanus, pertussis (whooping cough)</li> <li>Hepatitis A (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld)</li> </ul>	Acti-HIB® 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.
<b>4 years</b>	<ul style="list-style-type: none"> <li>Diphtheria, tetanus, pertussis (whooping cough), polio</li> <li>Pneumococcal (Children with specified medical risk conditions)</li> <li>Pneumococcal (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld)</li> <li>Hepatitis A (Aboriginal and Torres Strait Islander children in WA, NT, SA, Qld)</li> </ul>	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 <a href="#">specified medical risk conditions</a> . Hepatitis A vaccine: Not required if previously received 2 doses (first dose at age 212 months) at least 6 months apart.
<b>≥ 5 years</b> (annually)	<ul style="list-style-type: none"> <li>Influenza (Children with specified medical risk conditions)</li> <li>Influenza (Aboriginal and Torres Strait Islander children)</li> </ul>	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 <a href="#">age appropriate vaccines</a> 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
<b>All ages</b>	<ul style="list-style-type: none"> <li>Influenza (adolescents with specified medical risk conditions)</li> <li>Influenza (Aboriginal and Torres Strait Islander adolescents)</li> <li>Pneumococcal (adolescents with specified medical risk conditions)</li> </ul>	Age appropriate Age appropriate Prevenar 13® Pneumovax 23®	Influenza vaccine: Administer annually. For information on an <a href="#">age appropriate vaccine</a> or <a href="#">specified medical risk conditions</a> refer to the Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines. Pneumococcal vaccine: For people with <a href="#">specified medical risk conditions</a> administer a dose of 13vPCV at diagnosis followed by 2 doses of 23vPPV. Refer to the Immunisation Handbook for <a href="#">dose intervals</a> .
<b>12–13 years</b> (Year 7 or age equivalent)	<ul style="list-style-type: none"> <li>Human papillomavirus (HPV)</li> <li>Diphtheria, tetanus, pertussis (whooping cough)</li> </ul>	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.
<b>14–16 years</b> (Year 10 or age equivalent)	<ul style="list-style-type: none"> <li>Meningococcal ACWY</li> </ul>	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
<b>Chickenpox (varicella)</b>	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
<b>Conjunctivitis or eye discharge</b>	Exclude until discharge from the eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis)
<b>Ear infection</b>	Not excluded unless they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding)
<b>Fever</b>	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
<b>Gastroenteritis ('gastro')</b> • <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
<b>Hand, foot and mouth disease</b>	Exclude until all blisters have dried
<b>Head lice</b>	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
<b>Hib (<i>Haemophilus influenzae</i> type b)</b>	Exclude until the person has received treatment for at least 4 days
<b>Measles</b>	Exclude for at least 4 days after the rash appeared See the guidelines for contact exclusions
<b>Meningitis (viral)</b>	Exclude until person is well
<b>Meningococcal infection</b>	Exclude until the person has completed antibiotic treatment
<b>Mumps</b>	Exclude for at least 9 days or until swelling goes down (whichever is sooner)
<b>Pneumococcal disease</b>	Exclude until person has received antibiotic treatment for at least 24 hours and feels well
<b>Rash</b>	Not excluded unless combined with other concerning symptoms (fever, tiredness, pain, poor feeding)
<b>Respiratory conditions and infections</b> • 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, <b>or</b> • the respiratory symptoms are getting worse (more frequent or severe), <b>or</b> • 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
<b>Shingles (zoster infection)</b>	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
<b>Skin-related infections</b> • 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
<b>Strep throat</b>	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well
<b>Whooping cough (pertussis)</b>	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
<b>Worms</b>	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>



## COMMUNITY: WEAR IT YELLOW DAY

National Reconciliation Week – 27 May to 3 June – is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia. This year, the theme for National Reconciliation Week 2025 is **BRIDGING NOW TO NEXT**

To make our 'voice' heard (and seen) at Highmount Preschool participated in and fundraised for, 'Wear it Yellow' for Children's Ground. Our children were invited to wear a touch of yellow (or a lot of yellow) to kindergarten.

This dress up day and fundraising event provided an opportunity to celebrate First Nations cultures and take action to help brighten the future for First Nations children and their families.

### As a community we raised \$415 for Children's Ground.

Your contributions will allow Children's Ground to work with each child in every community to develop personal learning, health and cultural development plans. Support is also offered to families that wrap around that child through flexible employment and community development initiatives.

Your donation will enable these First Nations communities to become places of safety, hope and opportunity.

As strong advocates for children and Reconciliation, we at Highmount Preschool are very excited to be actively working to support First Nations Peoples communities and organisations, with a focus on children and families.



Highmount Preschool recommends the following publications.  
Links available upon request

