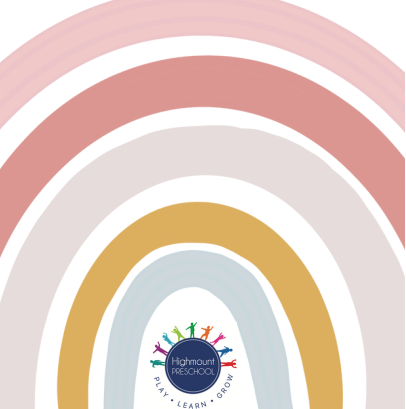




NEWSLETTER

Highmount Preschool



*Play is our brain's
favourite way of learning*

~ Dianne Ackerman

Upcoming Events / Key Dates

Term Dates – 2025

Term 3

Monday 21st July to Friday 19th September
Session Ends 2:00pm

Friday 26th September - Grand Final Eve

Term 4

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

3YO Last Session - Wednesday 17th December

4YO Last Session - Thursday 18th December

Information regarding end-of-year celebrations will
be provided in due course.

PUBLIC HOLIDAYS

Friday 26th September - Grand Final Eve

Tuesday 4th November - Melbourne Cup

Thursday 25th December - Christmas Day

Friday 26th December - Boxing Day

National Model Code

Inside this
newsletter is
important
information on how
our service is
responding to child
safe practices for
digital
technologies and
personal electronic
devices.



NATIONAL MODEL CODE

As a child-safe organisation, Highmount Preschool is committed to ensuring the health, safety, and well-being of children in accordance with the Child Safe Standards and National Quality Standards.

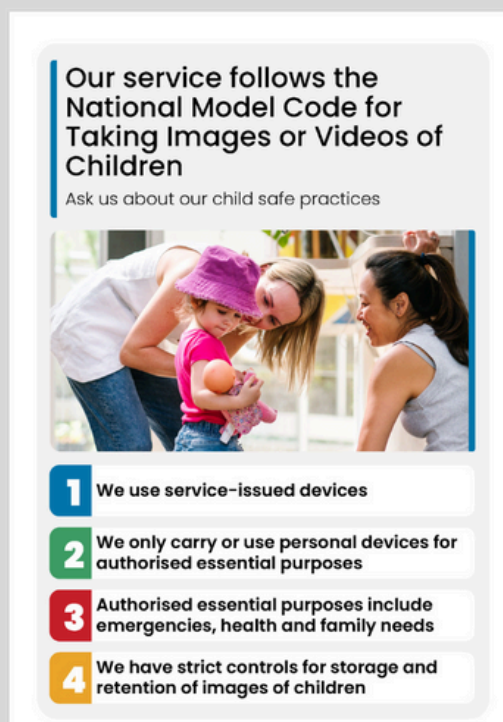
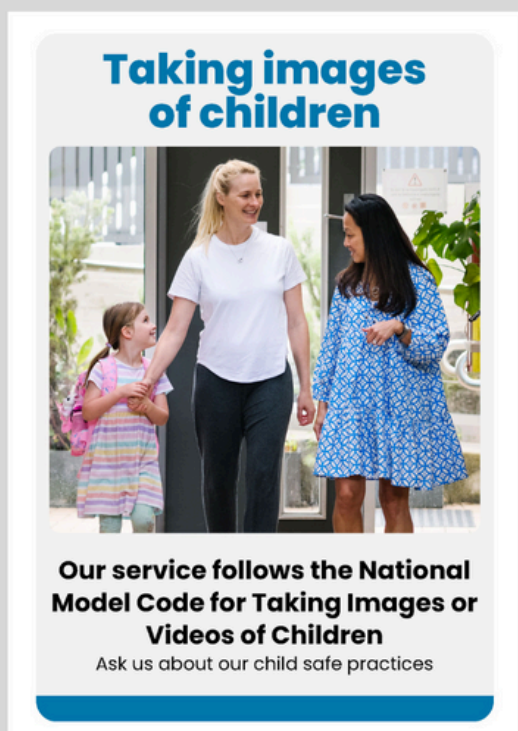
It is critical to prioritise children's safety and wellbeing when it comes to any images and videos taken in services.

The Victorian Government has announced important measures to improve child safety in early childhood education and care (ECEC) services. This includes restricting the use of personal electronic devices for anyone providing early childhood education and care or working with children in ECEC settings.

The following pages contains a factsheet for staff which in the interests of transparency and accountability we are sharing with our community.

The factsheet details

- Restricted devices
- Who the restrictions apply to (this includes parent volunteers)
- When restrictions do not apply (parents and carers doing drop-off and pick-up)
- Exceptions to the restrictions



Child safety and personal electronic devices

Staff factsheet: centre-based services

Understand important changes to how personal electronic devices are used in Victorian centre-based early childhood education and care services, including long day care, kindergarten, outside hours school care, occasional care and limited hours services

Children are entitled to a safe environment for learning and care, including when it comes to how digital images and videos are taken and stored. It's essential we are prioritising children's safety and wellbeing in all education and care programs.

The Victorian Government has announced important measures to improve child safety in early childhood education and care (ECEC) services. This includes restricting the use of personal electronic devices for anyone providing early childhood education and care or working with children in ECEC settings.

Key changes

All approved providers of centre-based education and care services must have policies and procedures that align with the [National Model Code for Taking Images or Videos of Children while Providing Early Childhood Education and Care](#). This includes implementing restrictions on personal electronic devices.

This means you:

- can only use service-issued devices to take images or videos of children
- cannot carry or use your own personal devices (like phones, tablets or USBs) that take or store photos or videos when working directly with children, unless it's for an essential purpose and approved in writing
- must follow strict rules for how photos and videos of children are stored and how long they are kept.
- All staff should know what the restrictions in the National Model Code are and follow the policies and procedures in place at their service.

Restricted devices

The restrictions include all personal electronic devices that can take images or videos and storage or file transfer media, for example:

- phones
- tablets
- digital cameras
- smart watches with camera/recording functionality
- wearables, such as camera glasses
- SD cards
- USB drive
- hard drives.

Reason for changes

All Victorian children and families deserve access to safe and secure early childhood education and care. It is critical to prioritise children's safety and wellbeing when it comes to any images and videos taken in services.

Managing and monitoring any images or videos of children, and controlling how these are shared, is difficult when personal devices are used.

Who the restrictions apply to

These restrictions apply to anyone working directly with children, including:

- teachers and educators, including casual and agency staff
- students and representatives of tertiary providers attending the service as part of a practicum
- volunteers, including parent volunteers, providing education and care or working directly with children
- third-party contractors delivering programs or incursion activities to children in a service
- allied health or inclusion professionals attending a service to observe, assess or work with a child at the service
- mentors or coaches attending the service to support teachers or educators working with children or providing education and care
- preschool field officers
- primary school teachers attending a service as part of a school transition program.

If a third-party professional attending a service and working directly with children (such as an allied health or inclusion professional) needs to use a device (for example, to undertake an assessment or take notes) they can use a device that is:

- issued by their business or institution; and

- used only for work purposes (and not personal use).

Broader child safe policies and procedures, including for the safe use of digital technologies and online environments at the service, will continue to apply in these examples.

When restrictions do not apply

The restrictions on the possession of personal devices do not apply to people who are not working directly with children.

Examples include:

- parents and carers doing drop-off or pick-up
- Victorian Regulatory Authority Authorised Officers, police and officers of other regulators, such as environmental health officers
- third-party contractors who are attending the service but not working with children or providing education or care (for example, maintenance contractors).

Broader child safe policies and procedures and supervision requirements continue to apply in these examples.

Teachers, educators and other staff can access personal electronic devices while taking a scheduled break from work, such as a lunch break, or during planning time, when they are not providing education and care or working directly with children.

Exceptions to the restrictions

Approved providers can authorise exceptions to these restrictions only for limited essential purposes. These purposes must be authorised by the approved provider, documented in writing in advance (where possible) and not impact the supervision of children.

Talk to your provider about the process for seeking an exception at your service.

Examples where use and/or possession of a personal electronic device may be authorised include:

- emergency communication during excursions and regular outings (for example, for when groups of children and educators get split up)
- emergency communication when children are transported or travel on transport arranged by the service
- communication in an emergency situation involving a lost child, injury to child or staff member, or other serious incident, or in the case of a lockdown or evacuation of the service premises
- personal health requirements (for example, heart or blood sugar level monitoring)
- disability (for example, where a personal electronic device is an essential means of communication for an educator or other staff member)

- family necessity (for example, a worker with an ill family member)
- technology failure (for example, when a temporary outage of service-issued electronic devices has occurred)
- a local emergency event occurring, to receive emergency notifications through government warning systems (for example, bushfire evacuation text notification).

Approved providers cannot authorise the use of a personal device to take images or videos of children.

Consequences of failing to comply

Approved providers that fail to put appropriate mechanisms in place to establish child safe practices for the use of electronic devices in education and care services, resulting in children being at increased risk of harm, may be failing to comply with the conditions of service approval.

Penalties for any approved provider found to have failed to comply with the conditions of their service approval include fines of up to \$57,400 for long day care, kindergarten and outside school hours care services or up to \$61,053 for occasional care and limited hours services, as well as a suspension or cancellation of their service approval.

More information

For more information, including the Victorian Regulatory Authority's Statement of Regulatory Expectations – National Model Code and guidance for approved providers and services, refer to: www.vic.gov.au/child-safe-practices-digital-technologies-and-personal-electronic-devices

Online safety for under 5s booklet

This booklet for families offers practical advice and strategies for parents and carers, to help them tackle the key online safety issues for children from birth to 5 years old.



PRESIDENT'S REPORT

And just like that another term has come to an end. At the end of Term 2 the children started their holidays cherishing the memories of the end of term disco which was a huge success for fundraising but most importantly, showcasing how close we all are as a kinder community with such an amazing turn out. The Committee of Management is looking at dates for an end of year celebration with similar levels of fun!

As usual, the progress the children have all made so far is incredible and undoubtedly attributed to our brilliant staff who are passionate and dedicated.

We also saw the rollout of the new 'Arrival' digital sign in / sign out system which whilst a little unstable in the beginning, will be a lot more efficient next term where we will utilise multiple iPads creating greater efficiency.

A huge thanks again to all the families that have made voluntary contributions. Your generosity goes a long way to secure additional resources to support our children's development and growth. For those considering a contribution, please contact Anastasia who will assist with this, it will be greatly appreciated. There's also a mountain of work happening in the background to secure government grants which thanks to Rosemary and with the input of the teaching staff we have been quite successful with in the past. We're currently exploring grant options to add to the playground as well as additional aids and resources to support inclusion.

Whilst I didn't want to cast a shadow over the great work our team are doing by talking about the recent and horrific abuse allegations at other centres, I did want to highlight our absolute acceptance, support and cooperation with the Victoria Government Rapid Child Safety Review and state that Highmount Preschool is committed to ensuring the safety and wellbeing of children and young people. We have a zero-tolerance approach to child abuse and racism. We are committed to creating and maintaining a child-safe environment where all children are valued and protected from abuse.

I also extend an invite to all families to attend the Annual General Meeting on Tuesday 11th November 2025 which is an opportunity to share the business, financial and future planning with you all.

The Committee of Management will have vacancies for the Assistant Treasurer role as well as a new role looking after Marketing and Social Media. If you're interested in those roles or joining the CoM as a general member please contact myself or Anastasia for more information. To be able to function effectively, Highmount relies on a Committee and succession planning is a key element in ensuring the longevity of our kinder.

Lastly, as you are all aware, on 4th September we said goodbye to the much-loved Miss Hilda. I had the privilege of presenting a beautiful, framed picture with the thumb prints of all of the children as leaves on a tree to her as well as send her off with some kind words and a few tears on her last day. Hilda is off to undertake new challenges, and we wish her the best of luck. The Committee of Management is currently recruiting a replacement, and we will hopefully have some news very soon. For now, have a fantastic break and I look forward to seeing what term 4 brings us.

Adrian Filzek

President

Highmount Preschool Association Incorporated
presidenthighmount@gmail.com



NOTIFICATION OF ANNUAL GENERAL MEETING (AGM)

Details and Available Roles for Nomination

We are pleased to announce that the Annual General Meeting (AGM) of our organisation is scheduled to take place soon. The AGM serves as a vital opportunity for members to contribute to the direction and operations of our group, as well as to elect new office bearers to key roles.

AGM Details

- Date: Tuesday 11th November
- Time: 7:30pm
- Venue: ZOOM Online Meeting Link <https://us02web.zoom.us/j/89196982502>

All members are encouraged to attend. The meeting agenda will include reports from current office bearers, the presentation of the annual accounts, and the election of new members to available roles.

Available Roles for Nomination

- President – Provides overall leadership and chairs meetings.
- Vice President – Assists the President and steps in as required.
- Secretary – Manages meeting minutes, correspondence, and records.
- Treasurer – Oversees financial matters and reports.
- Assistant Treasurer
- Grants Officer
- Website/Marketing Officer
- Fundraising Officer
- 3YO Class Representative
- 4YO Class Representative
- General Committee Members – Support various activities and initiatives.

All members in good standing are invited to nominate themselves or others for any of the above roles. Please submit nominations by Monday 10th November either via email to highmount.secretary@gmail.com or through the online form to be provided.



COMMITTEE UPDATES - DISCO

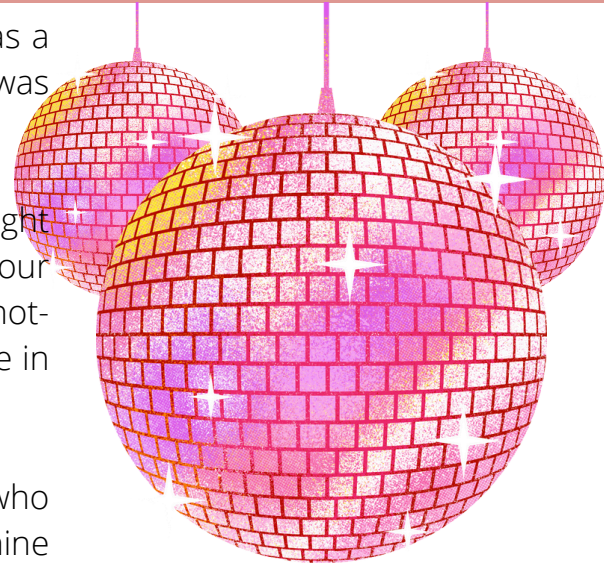
The end of Term 2 was celebrated in style with a disco. It was a great success with tiny dancers lighting up the floor like it was 1999!

A huge thank you to all the families and friends who bought tickets and helped us raise a huge \$840 for the kinder! Your generosity is deeply appreciated. As a community managed, not-for-profit kindergarten all monies raised will be put to good use in purchasing resources.

Like any great disco, there were broken hearts (mostly over who got the last cupcake), wild dance moves and a bubble machine that was a hit.

Thanks to everyone who joined in!

What a night, this will be a regular event!



WORKING BEE



The Committee of Management held a **Working Bee on Saturday 19th July from 9:00am to 12:00pm.**

A huge thanks to all the families that came along and helped at our working bee today. Everyone worked so hard and we got the job done!

An even bigger thanks to our little helpers, it was so nice seeing them all involved and their sense of pride in making our kinder look amazing.

Well done everyone!



GOOGLE REVIEWS

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>



3YO Classroom Highlights



Dear Golden Wattle families,

What an incredible term the 3-year-old children have had. We have observed so much joy, growth and development occurring over the last few weeks. The children should be proud of their achievements, and we are so grateful to be able to foster their love of learning.

Community Connections and Incursions:

This term, the children have enjoyed some very special visitors and experiences that have helped broaden their understanding of the world around them.

We had an engaging body safety incursion, provided by Body Safety Superstars, where the children learnt about their personal safety and boundaries in a gentle and age-appropriate way. These necessary sessions help to lay the foundations for confident and respectful relationships, as well as provide the children and their families with the knowledge to be empowered, and to act and respond accordingly if incidents, disclosures or suspicions of child abuse, should arise.

We were also honoured to welcome the 'Little Wombats' staff, who shared the rich culture of Australia's First Nations Peoples. The children listened to stories, explored traditional symbols, and had the opportunity to reflect on the importance of caring for Country. These experiences support our growing understanding of respect and inclusion.

Learning Through Play:

Play is at the heart of everything we do in kindergarten, and this term has been full of rich and meaningful learning experiences.

- Nature play has sparked imagination and creativity. The children created nature mandalas, designed fairy gardens, and painted with leaves, sticks, and stones. These open-ended experiences connect children with the natural world and encourage mindfulness, self-regulation and expressing themselves through artistic exploration.
- Sensory play has also been of great interest this term. The children participated in messy play, sculpting with mud, water, and paint. We even made some delicious cakes and cupcakes with play dough, sand and incredible natural resources found in the garden.
- Physical development has also been a big focus. Children have challenged themselves on the climbing frames, rode around on the new kindergarten bikes, and practiced their throwing and catching skills. These experiences build confidence, balance, coordination and gross motor development, all whilst having fun, laughing and participating in safe 'risky play'.



Looking Ahead

As we move forward into the final term of the year, we are excited to continue following the children's interests and curiosity. We'll be extending our learning around nature and community, and looking forward to more hands-on, sensory-rich experiences.

Some things to keep in mind:

Please continue to pack spare clothes, as messy play and water play, is such a wonderful part of the children's day and supports their emotional and attentional regulation.

As the weather starts to warm up, please don't forget to pack sunscreen, a hat and sun protective clothing each day.

It is such a joy to see the children growing, exploring, and learning through play.
Thank you for your ongoing support each and every day.

Warm regards,

The 3YO Teaching Team



DON'T FORGET YOUR HAT!



4YO Classroom Highlights



Hello Highmount Families,

Term 3 has been full of fun, connection, learning, and growth in the 4YO kindergarten! We've been exploring a lot of exciting topics, ideas, and questions and the children are showing so much curiosity and a beautiful sense of wonder.

As the wattle bloomed and the days have become warmer and longer, the children have broadened their understanding of the world they live in and cultivated their sense of environmental kinship as they learned about and from the East Kulin seasons of Guling (wattle season) and Poorneet (tadpole season). They have learnt how to identify the calls of different native animals such as the growling grass frog, banjo frog, pied burrawong, and magpie. The children can even identify the call of a bellowing male koala as this is the sound they make during Guling as they prepare to find a mate. The children have also explored the life cycle of a frog and how it goes through a huge process of transformation as it changes from egg to tadpole, to froglet, to frog. The children's learning was supported and resourced further through an engaging incursion from Museums Victoria about Australian native animals and Megafauna.

Throughout term 3 the children have resourced their learning through a range of programs, incursions and outings. Our Intergenerational Program continued to support the children to strengthen their sense of wellbeing as well as their social and emotional skills through respectful relationships, connectedness, and shared experience with our grand friends from the Nellie Melba Retirement Village. The children delighted in visiting their grand friends at their home in Wheelers Hill, sharing some songs, games, art and a lovely sense of fun with them. We also loved having our grand friends visit us at the Preschool. These are truly the most meaningful experiences, with the children always asking when they will get to see their grand friends again. We are certainly looking forward to seeing them for more fun and friendship in term 4.

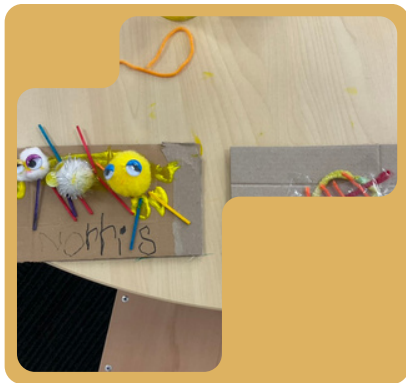
The children have also engaged in developing their sense of empathy and understanding of diversity as they learned from and about all abilities. Our learning was resourced and supported by an incursion from Inclusion Our Way, with facilitators Tracy and Baruch. The incursion with Tracy and Baruch supported the children to engage with diverse ways of being and different abilities in a meaningful and respectful way. The children were supported to understand that there are so many different ways of being who we are but there are many things that are similar between us all. By engaging with Tracy and Baruch, children became aware that diversity presents opportunities for choices and new understandings, while developing their sense of empathy and openness to others. On the same day, Miss Steph organised a super fun Pyjama Day fundraiser, where the 4YO community raised money for the organisation, 'Very Special Kids.' This experience empowered the children to help others through charity and raising awareness of the need for palliative care for children and young people with life-limiting conditions.



Another very important learning focus this term has been about body autonomy and body safety. With the support of the Body Safety Superstars Program, the children developed their personal safety toolkit and overall sense of wellbeing. The children learnt words and actions that can keep them safe and they identified five safe people who they can always come to for help. Over the two sessions with facilitator, Allanah, the children were supported to develop tools to navigate a wide range of social interactions in ways that protect their safety. By linking emotions, physical sensations, and the right to assert boundaries, the workshop built a foundation of self-awareness and self-advocacy. These are not just lessons for avoiding danger; they are lessons for building healthy relationships and a strong sense of self-worth.

Finally, the children had an absolute ball celebrating CBCA Book Week 2025. The week culminated in a very special 'Book Character Dress Up Day' at kindergarten. The children participated in a book character parade and clapped and cheered for one another as they showed off their fabulous costumes. Throughout the day the children participated in a range of activities that celebrated the joy of reading and the importance of early literacy experience in early childhood. Experiences included decorating our very own library bags, bookish play experiences, audio books, and drawing and writing activities. But this was not just a day of fun, it was also a day of fundraising! acting as powerful agents for change, the children raised an impressive \$136 dollars for Reading Out Of Poverty (ROOP). The children were so pleased to hear how much they raised and the different ways in which their money would help other children in Australia.

As we look ahead, there are many exciting experiences planned for term 4, including an excursion to Myuna Farm, learning about Diwali, Halloween celebrations, a nature walk, posting cards and our end of year celebration. We can't wait to share more fun times together as we learn through play.



Miss Bec. 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
Birth	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)	- 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® Prevnar 13® Bexsero®	Rotavirus vaccine: First dose must be given by 14 weeks of age. Meningococcal B vaccine: Prophylactic paracetamol recommended.
4 months	- 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® Prevnar 13® Bexsero®	Rotavirus vaccine: The second dose must be given by 24 weeks of age. Meningococcal B vaccine: Prophylactic paracetamol recommended.
6 months	- 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® Prevnar 13® Prevnar 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)	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	- Meningococcal ACWY - Measles, mumps, rubella - Pneumococcal - Meningococcal B (Aboriginal and Torres Strait Islander children)	Nimenrix® M-M-R® II or Priorix® Prevnar 13® Bexsero®	Meningococcal B vaccine: Prophylactic paracetamol recommended.
18 months	- 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)	ActHIB® Priorix-Tetra® or ProQuad® Infanrix® or Triptacel® Vaxelis® Paediatric	Hepatitis A vaccine: First dose of the 2-dose hepatitis A vaccination schedule if not previously received a dose.
4 years	- 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® Vaxelis® 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 212 months) at least 6 months apart.
≥ 5 years (annually)	- 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	- 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 Prevnar 13® 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)	- 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)	Meningococcal ACWY	MenQuad®	



SUNSMART

We are SunSmart - a note for families

Too much of the sun's ultraviolet (UV) radiation can cause sunburn, skin and eye damage and skin cancer.

UV damage accumulated during childhood and adolescence is associated with an increased risk of skin cancer later in life. Skin cancer is the most common cancer in Australia. It is also one of the most preventable cancers.

You can't see or feel the sun's UV. Whatever the weather, if the UV levels are three or more, it's important to *Slip, Slop, Slap, Seek and Slide!*

Sun protection times

Don't just wait for hot and sunny days to use sun protection. Check the sun protection times each day so your family can be protected when they need to be. Daily local sun protection times and weather details are available from the SunSmart widget on our website, in the weather section of the newspaper, on the SunSmart website at sunsmart.com.au and as a free SunSmart app. Sun protection times can also be found at the Bureau of Meteorology website and live UV levels are available from ARPANSA.



SunSmart membership

Our service is a registered member of Cancer Council Victoria's SunSmart Program. We aim to protect children and staff from too much UV.

Sun protection and skin cancer prevention is a shared responsibility. Please help support our SunSmart membership and sun protection efforts by ensuring your child follows the SunSmart measures encouraged by educators at the service and when at home.

During the daily local sun protection times (usually

from mid-August to the end of April), use these 5 SunSmart steps – even if it's cool and cloudy.

1. SLIP on covering clothing

Dress your child in clothing that covers as much skin as possible (e.g. elbow length tops with a higher neckline or collar and longer style shorts or skirts). Densely woven fabrics are best.



2. SLOP on SPF 30 (or higher) broad-spectrum, water-resistant sunscreen

Apply a generous amount of sunscreen at the start of the day and provide permission for sunscreen to be reapplied to your child before they go outdoors. This should be applied every two hours. From 3 years of age, under supervision, please help your child apply their own sunscreen so they can start to learn independent skills.

3. SLAP on a hat that protects the face, neck and ears

Choose a wide-brimmed, legionnaire or bucket hat. Peak caps and visors do not offer enough UV protection. Hats that can be adjusted at the crown or can be tied at the front to help secure it on a child's head are best. If the hat is secured with a long strap and toggle, ensure it has a safety snap, place the strap at the back of their head or trim the length so it doesn't become a choking hazard. Please help your child remember to bring and wear their approved *sun hat*. Please keep this at service so they will always be ready for outdoor activities and play during the day. For the walk to and from the service and weekends, please have an extra *home hat* to help keep children protected at home.

4. SEEK shade

Choose shady spots for play whenever possible.

5. SLIDE on wrap-around AS1067 sunglasses

When appropriate and practical, help protect the eyes with sunglasses.

Need information in another language?

Call 13 14 50 and ask to be connected to Cancer Council Victoria in your language

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') - Campylobacter infection - Cryptosporidiosis - Giardia infection (giardiasis) - Rotavirus infection - Salmonella infection (salmonellosis) - Shigella 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 (Haemophilus influenzae 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.



Highmount Preschool uses and recommends the following resources.

VICTORIAN EARLY
YEARS LEARNING
AND DEVELOPMENT
FRAMEWORK

FOR ALL
CHILDREN
FROM BIRTH TO
EIGHT YEARS



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

THE
EDUCATION
STATE

VICTORIA
State Government
Education
and Training

BELONGING,
BEING &
BECOMING



The Early Years Learning
Framework for Australia
V2.0, 2022

Developmental milestones
and the Early Years Learning Framework
and the National Quality Standards



THE
EDUCATION
STATE

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State Government
Education
and Training

**Literacy and Numeracy
Tips to Help Your Child
Every Day**

A guide for parents and carers
of children aged 0–12

