

St Margaret's Berwick Grammar

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Early Learning Centre 2027 Handbook

WELCOME

Dear Families,

Welcome to St Margaret's Berwick Grammar and the Early Learning Centre (ELC). We feel privileged to be working with you and your child and look forward to enjoying the year with you. This is a very exciting time for you and your family and we aim to make the experience a happy and successful one.

Early childhood is a vital time for children's learning and development and we look forward to sharing in your child's journey through these important years. Our play-based program will provide your child with time to explore, discover, and inquire, and they will be supported to develop essential relationships with their teachers and peers. We aim to provide a program that nurtures the unique personality of each child enabling the development of their independence and self-confidence so we can ensure a smooth transition to school.

This booklet contains some vital information about our program and the ELC and we hope it will assist you to settle in.

If at any time you require further information, please contact your class teacher who will be happy to assist you. I am always available to meet with families as well.

Yours sincerely,

Sue Eden
Director of Early Learning Centre



'When I approach a child, he inspires in me two sentiments: tenderness for what he is, and respect for what he may become.' Louis Pasteur

OUR ELC LEARNING PHILOSOPHY

Nurturing and Empowering through relationships and play.

All children are capable and competent learners, and a play-based program provides a context for learning. Each child is encouraged to be an active participant, and we aim to provide an engaging, inspiring, and safe environment that encourages inquiry, scaffolds development, and creates a love of learning.

Every child is a unique individual, and our program must foster their independence, confidence and sense of wellbeing so that they may achieve their full potential.

Nurturing, respectful, and meaningful relationships are considered essential, and we recognise and value the importance of child, teacher, family, and community partnerships. Parents and families are acknowledged as fundamental and integral to the children's development.

Child-Safety is a crucial part of our program. Children are supported to understand their rights, whilst they are encouraged to assert themselves in a constructive manner. Child-Safety is viewed as a community responsibility and all educators, families and the broader school community must protect children from harm.

Educators will plan programs that recognise the children's needs and interests and support and extend their knowledge and understanding in line with the National Early Years Framework, Belonging, Being and Becoming and the Primary Years Program.

Educators foster the children to connect to their own culture, whilst facilitating them to learn about Australia's First Nation's people. Teachers are committed to life-long learning and will engage in professional development, reading and dialogue to provide the best possible learning environment for the children. We believe that shared knowledge contributes to best outcomes for the children.

Reflection is considered a vital aspect of our program and children; teachers and families are encouraged to continually critically reflect on every facet of our program to develop the most positive learning environment.

We aim to create an inclusive setting that celebrates diversity in all its forms and enables all participants to develop a sense of belonging to the St Margaret's Berwick Grammar and its Early Learning Centre.

School Values

Courage	to do the right thing
Curiosity	to know and learn
Character	to be one's self
Respect	to live wisely and compassionately with others and the planet

Primary Years Programme

As St Margaret's Berwick Grammar is an International Baccalaureate (IB) World School implementing the Primary Years Programme (PYP), we encourage our ELC students to develop and display the following personal attributes and attitudes:

IB PYP Learner Profile		IB PYP Attitudes	
Inquirers	I ask questions	Appreciation	We are grateful for things
Knowledgeable	I know it	Commitment	We finish what we start and don't give up
Thinkers	I use my head	Confidence	We have the courage to have a go at most things
Communicators	I share my ideas	Cooperation	We are learning to work together
Principled	I do what is right	Creativity	We try to be imaginative and come up with our own ideas
Open-minded	I listen to others	Curiosity	We want to know more about the world
Caring	I am kind	Empathy	We put ourselves in someone else's shoes
Risk-takers	I try new things	Enthusiasm	We enjoy learning
Balanced	I take care of myself	Independence	We try to think and do things for ourselves
		Integrity	We are honest and fair in all that we do
		Respect	We are polite and kind to ourselves and others
		Tolerance	We are sensitive about differences and accept others

The descriptors for the learner profile and attitudes above have been modified (simple language) as used in our Early Learning Centre

Curriculum / Planning

Our Early Learning Centre offers a play-based program, where teachers carefully plan experiences to encourage and foster the children's learning, skills and development. Play is developmentally appropriate for Pre-School children and enables them to develop their imagination, creativity, curiosity, social awareness and understanding. They are able to represent, challenge and clarify their ideas and learn to problem solve through carefully structured and supported play experiences.

'Play is the highest form of research' Albert Einstein

All staff in the ELC contribute to the planning process. Plans usually operate over a fortnight, but are reviewed daily, taking into account the children's interests and needs. Planning is undertaken in accordance with the DET Regulations

The children are provided with a wide range of developmentally appropriate experiences in language, literature, music, Physical Education, movement, art, dramatic play, science and mathematics. This is done under the framework of the Primary Years Programme (PYP) of the International Baccalaureate, which encourages an active learning approach through which children construct meaning from experience, in conjunction with The Early Years Learning Framework for Australia - Belonging, Being and Becoming.

Belonging knowing where and with whom you belong - is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society. Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances.

The Five Learning Outcomes are designed to capture the integrated and complex learning and development of all children across the birth to five age range. The outcomes are:

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure and supported.
- Children develop their emerging autonomy, inter-dependence, resilience and agency.
- Children develop knowledgeable and confident self-identities, and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of the reciprocal rights and responsibilities necessary as active and informed citizens.
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional and mental wellbeing.
- Children become strong in their physical learning and mental wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety.



OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learned from one context to another.
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use digital technologies and media to access information, investigate ideas, and represent their thinking.

ELC Staff

Our ELC teachers are committed to providing a stimulating, safe environment for your children. We look forward to developing a partnership with all families and to providing the best possible outcomes for each child.

We are a child safe school with a commitment to ensuring the safety and wellbeing of all children in our care.

All staff members have current First Aid, Asthma, Anaphylaxis, Child Protection training and Working with Children's or Victorian Institute of Teacher's registration.

Settling Your Child

A new Centre can create anxiety for many children and parents. Even if your child has been in a child care situation previously, they will need time to adjust to new staff, routines and the environment.

Parents can help their child to adjust by:

- Visiting the ELC prior to commencement
- Always telling your child you are going, and when you will return.
- Always saying goodbye to your child and then leaving quickly and quietly; this is very important if your child is upset.

Entry to the ELC

Entry to the ELC is through the front door, with Joeys accessing 3 Year Old via the Prep entrance. Please ensure that the door and gates are secured as you enter and leave the ELC.

Each family will be issued with 2 access fobs to enter the ELC. Please notify your classroom teacher, if you require any extras. These fobs



will need to be returned when you leave the ELC at the end of the year.

Fobs not returned will be charged at $10.00 per fob.

Parking for the ELC

You may of course park on Gloucester Ave to collect your children. There is also a car park at the rear of school in St Margaret's Place, which has ample parking. You may then walk through the school grounds to collect your child from the Early Learning Centre. The U shaped driveway at the front of the Junior School Office is not suitable for ELC families, as it is only a drop off or pick up zone and parents are not allowed to leave cars unattended in this area.

Starting and Collection Times For Children in Joey Classes

Monday 1 February to Friday 12 February (inclusive), 8.15 am till 12.00 noon (bring morning tea). Please refer to your separate staggered start time for the actual first day arrangements. Commencing Monday 15 February children will stay at school until 2.45 pm each day. If, however, your child needs a longer time to settle, please feel free to continue picking them up at an earlier time. We want the beginning of their time at school to be happy and positive.

Children Commencing 4 Year Old Groups

As most of the children beginning in the Kangaroo and Wallaby groups have already attended the ELC, new parents and children commencing in this group may talk to teachers about their individual child's needs, in regard to attendance times for the beginning of the year.

Delivery and Collection of Children

ELC commencement time is 8.15 am with a finish time of 2.45 pm. Please be punctual at both the commencement and end of the school day. Children can be quite upset if they are the last to be collected and staff often have meetings to attend which are compromised by late pick-ups.

We recommend that all families enrol their child in the School's Out of School Hours program so that a late unforeseen pick-up can be easily managed.

Signing In and Out

To help keep all children safe and meet Department of Education requirements, families are asked to sign their child in and out each day using the Government Arrival Platform.

This simple process ensures we have accurate records of who is attending and when children are in our care. It also supports smooth communication between families and educators.

We appreciate your cooperation in completing both the sign-in and sign-out each day. If you ever need assistance using the platform, our educators are always happy to help.

If someone other than the child's parents/guardian is to collect them, their names must be included on the ELC enrolment form under the 'permission to collect' section and, this must then be noted and signed in the comments section of the sign in sheet.

We are unable to allow a child to go with anyone else without written consent. Anyone nominated to collect your child must be over the age of 16.

If your child is absent for the day, or there is to be any variation to the normal pick-up and delivery arrangements, please notify the staff in advance, or as early as possible.



Lunch and Morning Tea

Food times are seen as an important part of our program and are intended to be relaxed and social occasions. Pre-Preps need to bring morning tea, lunch and a clear named bottle containing water, to school each day. We encourage the children to have healthy, balanced diets with a piece of fruit or vegetable, cheese or yoghurt for morning tea. 'Sometimes treats' should be saved for home. Lunch and morning tea should be placed in a clearly named lunch box. Please ensure that the children's lunches are kept fresh by including frozen packs, particularly in summer as we are unable to refrigerate or heat foods. Children are not permitted to share food as some children may have allergies to particular foods and products. The children will be encouraged and reminded to wash their hands

with soap and water before eating their meals. Please do not send food containing nuts e.g. pine nuts, peanuts, cashews etc.

You can assist your child by:

- Packing food that they can open independently. You may like to practice this at home.
- Discussing which foods are for morning tea snack and which foods are for lunch.
- Only including healthy and nutritional foods such as fruits, vegetables, dairy items, sandwiches, dry biscuits.
- Including a freezer pack to keep food fresh and cool.
- As part of our efforts towards developing the children's social and environmental awareness and responsibility we prefer rubbish-free lunches. You can assist by packing food into plastic, reusable containers.

Please note that if there are children with particular allergies, or anaphylaxis we may ban certain foods that could place these children at risk.



School Uniform

Please ensure that all items of clothing are named. Children in the three year old group need to have a spare set of clothes, contained in a named zip-lock bag, which remains in the classroom. These clothes are then used to change your child, in case of accidents. They are returned to you at the end of the year.

Children in the Early Learning Centre wear the school sports uniform as it allows freedom for them to engage in active play and art and craft experiences. Children wear smocks for messy activities, however, they are encouraged to fully participate in all activities and we cannot guarantee that they will always come home clean! Enclosed in your package is the School Uniform Policy Booklet and price list from the supplier, Noone Imagewear.

Children in the Early Learning Centre are not permitted to wear jewellery, as it can be dangerous when playing on outdoor equipment.

Joey Classes Rest Time

Once the children attend the Joey classes for full days, they will be offered a rest time. Please send along a small pillow, a light weight blanket and a soft toy, (if your child likes to have one, but please not a precious home one) in a small bag so that they can comfortably rest on our classroom mattresses. Please ensure that all of these items are clearly labelled with your child's name.

SunSmart Policy

This SunSmart policy aims to ensure that all children attending the ELC are protected from skin damage caused by the harmful rays of the sun. Sun exposure in the first 15 years of life contributes significantly to the lifetime and risk of skin cancer. It is to be implemented

throughout the year, but with particular emphasis from September through to April when UV radiation is most intense in Victoria. The ELC requires parents/carers to supply their children with the St Margaret's School blue floppy hats. Children are to wear their hats whenever they are outside. Children who do not have their hats with them are provided with a loan hat, however the number of hats that the ELC has is limited. If one is not available then the child stays inside or under shade.

SPF30+, broad spectrum, water resistant sunscreen will be provided for staff and children's use and applied at least 20 minutes before going outside. If your child has particular sensitivities to sunscreen, please advise us and you may prefer to supply your own sunscreen, which we will encourage the children to apply. From September through to the end of April, parents/carers should ensure children have sunscreen applied prior to arrival at the ELC. If sunscreen has not been applied, the parent/carer must inform staff on arrival. Children will be encouraged to use available areas of shade for outdoor play activity.

Staff act as role-models and we do the following:

- Wear appropriate hats and clothing outdoors
- Use SPF30+ sunscreen for skin protection
- Seek shade whenever possible
- Learn about skin and ways to protect skin from the sun, which will be incorporated into programmed activities.
- The sun care policy is reinforced in a positive way through displays, parent newsletters, notice boards and meetings.
- Routines may change to meet the needs of children

Excursions and Working with Children Checks

Throughout the year, Pre-Prep children participate in excursions outside the school to complement the curriculum. The excursions are not compulsory; however, if you do not wish your child to attend, other arrangements will need to be made by parents. We usually invite a limited number of parents to assist us on these special days and advise that
all assisting parents need to have a current Working with Children Check.

If you are considering assisting us, please make sure you provide us with a copy of your card so that you can join us on these days.

Library

The Pre-Preps borrow a book from the school Library at least once each week. Parents are encouraged to read the book with their child at home, and return it the following week. A love of books and stories is fostered through visits to the Library and in the classrooms through reading and story-telling activities. All children require a library bag. This can be purchased from the Uniform Shop.



Behaviour Guidance

The goal of effective behaviour guidance is to assist children in becoming confident individuals who can make decisions and direct themselves appropriately. Young children are enormously influenced by their social environment, giving those who interact with children a responsibility to create an appropriate atmosphere using sensitive and effective guidance skills. We respect all children's cultural background and differing family values.

Guidance methods include:

- The creation of classroom Essential Agreements where the children contribute to the class expectations and develop an understanding of safety and respect for others.
- Encouraging the children to take responsibility for their actions and possible consequences
- Planning ahead to prevent problems, with communication with parents to maintain consistency between home and the ELC.
- Redirection to another activity
- Distraction from situation of conflict
- Encouragement of appropriate behaviours i.e. children to be encouraged to identify and channel feelings of anger and frustration into positive actions.
- Adults to supply appropriate words when necessary to help encourage children to verbalise their feelings and ideas and discuss alternative solutions to displays of inappropriate behaviour
- Adults to set limits by explaining acceptable behaviour to children in a clear and consistent manner (when age appropriate) to help children understand why we set these limits
- Establishing routines which contribute to the child's understandings of acceptable behaviour
- The cooperation of parents in our endeavours to reinforce positive behaviours.
- The encouragement and modelling of:
    - trust
    - cooperation
    - choices
    - mutual respect
    - equality
    - responsibility

Developing Social and Negotiation Skills

At kindergarten, children are learning important social and emotional skills such as sharing, taking turns, expressing feelings, and solving problems with others. These developing abilities mean that moments of conflict or disagreement are a natural and expected part of learning to get along.

Our educators support children by guiding their behaviour positively—helping them use words to express needs, listen to others, and find fair solutions together. Through gentle encouragement and modelling, children begin to build confidence in negotiating, showing empathy, and understanding the perspectives of others.

Illness and Emergency Care Procedures

If your child has an accident or becomes ill at the ELC, staff implement first aid measures as appropriate. The details of any incident are recorded in the Incident, Injury, Trauma and Illness forms, which you will be asked to sign. Parents will be contacted as soon as possible for serious incidents or informed at the end of the day for minor incidents. It is your responsibility to ensure that at least one of your child's emergency contacts is available at all times.

If your child is unwell it is best that he or she is kept at home for the safety and wellbeing of the other children. Parents will be expected to collect children if they become unwell at the ELC during the day.

Immunisation

It is mandatory that all children have protection against infectious diseases when possible. Diphtheria, Tetanus, Polio, Measles and Mumps are five serious childhood diseases that could be eradicated if all children received immunisation available at your local Maternal and Child Health Centre.

Immunisation is the parent's responsibility. Immunisation details must be completed on your child's enrolment form and updated as your child's immunisation status changes. Please see the immunisation schedule at the back of the information book.

Medications

To protect your child from incorrect administration of medicine we have very strict procedures.

Medication can be stored in the ELC refrigerator or medicine cabinet; it must never be left in your child's bag. Please hand all medicines, including asthma medication to staff, on arrival.

Children may only be given medications at the ELC if prescribed by a medical practitioner and they are in a container labelled by the pharmacy with the child's name. This includes naturopathic and/or herbal medications. Please also note that staff prefer not to administer paracetamol to children, as it may mask symptoms of a serious illness, for which children would benefit from being cared for at home.

The ELC has a Medication Book which must be used if you wish staff to administer medication in any form. The following details must be completed:

- date
- child's name
- name of medication and dosage
- time of last dosage given and time for next dosage
- manner in which medication is to be administered
- parent signature

Asthma, Allergies and Anaphylaxis

If your child has been diagnosed with asthma, an allergy or anaphylaxis it is your responsibility to provide us with an asthma, allergy or anaphylaxis action plan completed by your child's doctor. It must be current for the year that your child is attending Pre-Prep. You also need to supply the medications and devices that your child needs to manage their condition, so that we have these on hand in the Early Learning Centre. Full asthma and anaphylaxis policies are available at the ELC and can be provided to you if required.

Absences

Please phone the staff to notify them if your child is unable to attend Pre-Prep. We would prefer calls to the ELC to be made prior to 8.00 am or after 3.00 pm so that we do not interrupt valuable teaching and learning time with your children.



It is the parent's responsibility to notify the school immediately if there is a change of home address and phone number. This also applies to changes in work address and phone numbers. It is most important that Pre-Prep staff are able to contact you quickly should the need arise.

Evacuation Policy

In case of emergency evacuation, the children from the Pre-Prep Centre are taken to the designated evacuation point for the Junior School. Full emergency management plans and policies may be viewed at the ELC. Practice lockdown and emergency evacuations will be undertaken and reflected on each term.

Communication and Parent Involvement

Regular bulletins at St Margaret's Berwick Grammar are published fortnightly on Nexus, the School's intranet. however, Pre-Prep parents and teachers have a unique situation of daily interaction. If you have a specific concern or need to speak with your child's teacher at length, a mutually convenient discussion time can be arranged.

We encourage you to read our bulletins carefully so that you are informed of our special activities and events. The notice board in the foyer of the ELC will also be used to advise you of important events or items of general interest.

Communication between teachers and families is highly valued by our Early Learning staff and we appreciate you sharing any information about your child with us, so that we can work together to provide the best possible experiences for all of us. We have a feedback box in the foyer which you may like to add comments to at any time.

With respect to all families, children and staff at the ELC we ask that you maintain privacy and confidentiality in relation to your observations of children and families participating in, or attending the ELC. If you would like to assist us on excursions or at special events we need you to provide us with a copy of your volunteers, working with children card. This can be applied for at the post office. All families will be asked to sign a Code of Conduct/ Privacy document to protect the rights of all children and families in our centre.

Government Funding

Please see the School's Fees and Charges stmargarets.vic.edu.au/domestic-fees/

Assessment

Assessment in Pre-Prep consists of teacher observations, photographs, checklists, learning stories and samples of children's work, all of which document the children's development over time in relation to the EYLF outcomes and the essential elements of the PYP. This evidence of learning is retained at the Centre in the children's individual files. Families are welcome to come and share their child's progress with the teachers at a mutually convenient time.

Structured communication opportunities:

- Term 1 Parent/ Teacher (Get to know you chat)
- Term 2 Parent Teacher Interviews
- Term 3 Student-Led Conference (Your child explains their learning journey)
- Term 4 Portfolios and Report sent home

Concerns and Compliments

If at any time you have concerns or compliments please speak to your child's teacher. We appreciate the opportunity to try and resolve your issues or to hear positive feedback at the earliest possible time so that we can continue to provide the best possible environment for your children. For lengthy discussions it is best to make an appointment. If after speaking to your child's teacher you are unable to resolve your concerns you may make a time to meet with Mrs Sue Eden, Director of the Early Learning Centre, or Ms Louise Sayar, Head of Junior School, to discuss your issues further. We appreciate the importance of confidentiality and your efforts to seek a positive resolution which is in the best interests of the children.

ELC Policies

Copies of the ELC's policies are available for you to review on Nexus.

Child Safe

The ELC operates in alignment with the Child-Safe Standards and we are a child-safe organization. Educators are screened to ensure they are suitable to work with young children and each educator completes annual Mandatory Reporting training modules. We work as a team to ensure that we offer a culturally safe environment for all children and families. Child-safety and wellbeing is embedded into our policies and programming. The children in our ELC are supported to understand and act upon their rights, and to make decisions for themselves, to support their capacity to assert themselves and become confident and resilient members of their community. If you become aware of any child-safe issues, or have any concerns, please speak to your classroom teacher or the ELC director.

Use of Personal Devices in Classrooms

In accordance with the new Victorian Government regulations, our preschool classrooms are designated mobile phone–free zones. Families and staff are not permitted to use personal devices within classroom spaces. This policy has been introduced to ensure the safety, wellbeing, and full engagement of all children in their learning environment. We appreciate your cooperation in upholding these regulations.



St Margaret's Berwick Grammar and Early Learning Centre offers your child a warm, caring environment in which he/ she can grow and develop with confidence. We look forward to sharing this special time with you and your child.

Communicable Diseases Exclusion Table

The following table indicates the minimum period of exclusion from schools and children's service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 - Schedule 6. In this schedule, 'medical certificate' means a certificate of a registered medical practitioner.

Conditions	Exclusion of cases	Exclusion of Contacts
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
Meningitis (bacterial —other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
Molluscum contagiosum	Exclusion is not necessary	Not excluded
Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

The National Immunisation Program (NIP) Schedule (0-4 Years)

The following table indicates the minimum period of exclusion from schools and children's service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 - Schedule 6. In this schedule, 'medical certificate' means a certificate of a registered medical practitioner.

Age	Disease Immunised Against
Birth	• Hepatitis B
2 months	• Diphtheria • Tetanus Pertussis • Polio • Hib Hepatitis B • Pneumococcal (refer to note 1) • Rotavirus (refer to note 5)
4 months	• Diphtheria Tetanus Pertussis Polio • Hib • Hepatitis B • Pneumococcal (refer to note 1) Rotavirus (refer to note 5)
6 months	• Diphtheria Tetanus Pertussis Polio • Hib (refer to note 2) • Hepatitis B (or at 12 months) Pneumococcal (refer to note 1) • Rotavirus (refer to note 6)
12 months	• Measles • Mumps Rubella • Hib • Hepatitis B • (or at 6 months) • Meningococcal C (refer to note 3)
18 months	• Varicella (refer to note 4)
4 years	• Diphtheria • Tetanus Pertussis Polio • Measles • Mumps • Rubella

Notes:

- Pneumococcal vaccine is funded under the NIP for children born from 1 January 2005.
- Four doses of Hib vaccine are due at 2, 4, 6 and 12 months of age when 'PRP-T Hib ' containing vaccine is used.
- Meningococcal C vaccine is funded under the NIP for children born from 1 January 2002.
- Varicella vaccine is funded under the NIP for children born from 1 May 2004.
- Rotavirus vaccine is funded under the NIP for children born from 1 May 2007.
- Three doses of Rotavirus vaccine are due at 2, 4 and 6 months of age when Rota Teq vaccine is used.

School Year Calendar

Semester dates
The following dates form the 2027 school year at St Margaret's Berwick Grammar.

Semester 1
Term 1: Monday 1 February to Thursday 25 March
Term 2: Monday 12 April to Friday 18 June

Semester 2
Term 3: Wednesday 14 July to Friday 17 September
Term 4: Monday 4 October to Wednesday 8 December

Schools Days are 8.15 am - 2.45 pm Monday to Friday

Principal:
2026 - Dr Annette Rome
2027 - Mr Simon Shepherd

Head of Junior School:
Ms Louise Sayar

Director of Early Learning:
2026 - Mrs Sue Eden
2027 - Ms Karryn Exner

Early Learning Centre
St Margaret's Berwick Grammar
27 - 47 Gloucester Avenue
BERWICK VIC 3806

Postal Address
PO Box 138
BERWICK VIC 3806

T: 03 9703 8111
E: info@smbg.vic.edu.au
W: stmargarets.vic.edu.au

CRICOS: 00344J

Register For Before or Aftercare

We recommend that all ELC families register for aftercare, just in case you are running late or get caught in a meeting.

To register and find out more visit the School's website: stmargarets.vic.edu.au/junior/before-and-aftercare/