“We come to school to learn, have fun and prepare ourselves for life.”
<table>
<thead>
<tr>
<th>Courage</th>
<th>Friendliness</th>
<th>Good Manners</th>
<th>Compassion</th>
<th>Persistence</th>
<th>Tolerance</th>
</tr>
</thead>
</table>

OUR LEADERSHIP TEAM

Ian Marlow  
PRINCIPAL

David Bentley  
DEPUTY PRINCIPAL

Cheryl Taylor  
WELLBEING COORDINATOR

SALISBURY DOWNS PRIMARY SCHOOL

39 Paramount Road, SALISBURY DOWNS  SA  5108

Phone Number  8258 7560
Fax Number  8281 5860
Email  dl.1194.info@sa.edu.au

Orion Partnership
WELCOME TO SALISBURY DOWNS PRIMARY SCHOOL

We invite you as parents, to share in the challenge of educating your child by participating in the various organisations' and activities of the school.

We believe that education is a partnership between student, teacher and parent. Therefore your involvement and participation can only enrich the learning experiences of the children at this school.

The school strives to provide your child with a safe, secure and stimulating learning environment.

The presentation of a balanced, inclusive curriculum offers all children the opportunity to develop their knowledge and skills in academic, physical and social areas.

This package has been designed to answer some of the questions you may have about basic school organisation, facilities and educational programs.

Please do not hesitate to contact the school for further information.

We wish you an enjoyable and rewarding association with Salisbury Downs Primary School.
At Salisbury Downs Primary School

THE FOLLOWING IS EXPECTED OF OUR TEACHERS, STUDENTS AND COMMUNITY:

1. To behave in a way that keeps our school friendly, safe and strong.

2. To participate fully in school life and pursue our personal best at all times no matter what the outcome or who we work with.

3. To be strong enough to do what is right and control our words and actions by the power of our thinking.

4. To face problems and work through them with persistence, honesty courage and good sense.

5. To take care of ourselves and be considerate of each other and the world in which we all live.

6. To work hard to improve ourselves.

7. To be trustworthy, kind and brave.

SCHOOL ROUTINE

Staff is rostered on yard duty when gates open at 8.30 and we open classrooms at 8.40 am each day. However, no responsibility can be taken for children entering the school grounds before that time.

If your work commitments require you to have children ready for school early, please consider before/after school care options.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 am</td>
<td>Gates open—staff on yard duty</td>
</tr>
<tr>
<td>8.40 am</td>
<td>Classes open/lessons begin</td>
</tr>
<tr>
<td>10.45 am</td>
<td>Big Lunch Eating time</td>
</tr>
<tr>
<td>10.55 am</td>
<td>Big Lunch Play</td>
</tr>
<tr>
<td>11.35 am</td>
<td>Lessons continue</td>
</tr>
<tr>
<td>1.10 pm</td>
<td>Little Lunch Play</td>
</tr>
<tr>
<td>1.30 pm</td>
<td>Lessons continue</td>
</tr>
<tr>
<td>3.05 pm</td>
<td>School finishes</td>
</tr>
</tbody>
</table>

Early dismissal - 2.05 pm on the last day of each school term.
STARTING SCHOOL
Starting school will be a very significant milestone in your child’s life and therefore it is very important that you prepare adequately together for it. Your encouragement in the weeks prior to starting school about

• Being able to get dressed
• Putting away play things and materials after using them
• Knowing how and when to use a tissue and dispose of it
• Helping them to be independent will greatly assist them to settle into their school life.

We strongly urge parents to spend a lot of time talking together discussing shared experiences to help develop language skills. We hope you have been reading to them from birth, sharing favourite stories because this will be a huge support for language development.

ADMISSION POLICY
DECD have a “Same First Day” policy. This means that there is ONE intake of new Reception students per year. All children who turn five on or before 30th April will start school on the first day of Term 1. Children who turn five AFTER April 30th will start school the following year.

TRANSITION FROM PRE-SCHOOL
Prior to commencing school, all children take part in the Preschool to Reception Transition Program which operates to promote a smooth start to school life.
By spending time with the class prior to starting school, the children settle in and become familiar with the new teacher routines, expectations and the school environment. Parents of newly enrolled students will be advised by letter of Transition times.

ENROLMENTS FOR OTHER STUDENTS
Appointments to view the school and have a pre-enrolment meeting with the Deputy Principal can be made by phone or in person at the Front Office.
This allows time
• For the student and family to visit the school
• To share information about the student’s learning
• To complete all relevant forms

Teachers can be consulted about the new enrolment and prepare to receive them. This is in the best interests of the child and contributes towards a smooth transition to the new school.

PLAY LEARN CONNECT
Every Tuesday morning from 9:15 until 10:00 we hold a “Play, Learn Connect” session for parents with children aged 0-5.

The aim of the session will be to assist parents to feel comfortable reading aloud with their children at home and instilling in children from an early age the love of reading and interacting with books.
We have created a parent borrowing library with recommended picture books and activity cards developed by the Advertiser’s “Little Big Book Club” to do at home after reading the book together with your child.
The parent library is separated into three age group levels—0-2, 2-3 and 4-5 year olds. In each session we will read one of the suggested texts and follow up by talking about the book and completing an art and craft activity related to the book.

If you are interested in joining the Play, Learn, Connect session or if you would like more information please feel free to contact the school and ask for Cheryl Taylor.
OUR PHILOSOPHY

“Behaviour is shaped by the sum total of regular and frequent lessons that create small but meaningful changes over a long and sustained period of time.” — Wilson McCaskill

Salisbury Downs Primary School is proud to be a leading school for the implementation of the “Play Is The Way” program. This philosophy is the cornerstone of our Behaviour Education and Self Management approach. We see BESM (Behaviour Education and Self Management) as a responsibility of the entire school community.

Students, parents and teachers need to have a clear understanding of what is expected, in regards to how we treat each other, to ensure a welcoming learning environment that is supportive and safe.

“Behaviour education is most effective when built into, not onto curriculum.”

Our belief is that PLAY IS THE WAY™ program is the most effective way to achieve our objective of socially and emotionally competent children.

Training students to be in control of their thoughts, feelings and actions allows them to harness their many and varied abilities and skills to pursue the abundant pathways to success in life.

The PLAY IS THE WAY™ program of physically interactive games with its philosophy and supporting language achieves the following outcomes:

- Develops positive social behaviour.
- Creates a shared body of experience that is used to build relationships.
- Highlights the benefits of managing emotions and working together.
- Develops optimism and the ability to bounce back.
- Encourages self-motivation and the capacity to persevere.
- Initiates a process of self-awareness and discovery.
- Creates a positive tone and safe school culture.
- Fun, excitement and challenge.

PLAY IS THE WAY™ AT SALISBURY DOWNNS PRIMARY SCHOOL

Each teacher selects a game to be implemented during the whole school morning games program that runs three times a week. Teachers take their own class for a game in week one. Then they take the same game with another class the following week. Teachers implement the same game with every class in their block. By doing this they get to know all the students in the block and it can give the classroom teacher a different perspective on how the students interact. The rotation system also means that teachers only need to know one or two games per term. Students change activities weekly.

In wet weather teachers implement “In Rhythm” or “SEL” pack activities in the classroom. Teachers are to schedule a minimum of one games session a week with their own class.

Courage     Friendliness     Good Manners     Compassion     Persistence     Tolerance
USE OF THE SUPPORTING LANGUAGE

We believe that the language we use, when correcting children on their behaviour, is key to creating opportunities for students to accept responsibility for their actions, make correct choices and develop resilience. This language is firmly embedded throughout our school.

When dealing with children, it’s important to maintain your composure and speak in a calm manner whilst utilising the 6 key questions of the PLAY IS THE WAY™ Self-Control Checklist. Every teacher uses a common language approach as part of our BESM policy.

Teachers must talk in a way that allows students to reflect – not react, and should behave in a way that allows students to accept – not defend. Teachers use language prompts and language that encourages self-control. They also take the time to use language prompts to re-direct behaviour both in front of the class and individually.

Reflective Language
“Right thing or wrong thing to do?”
“Strong decision or weak moment decision?”
“Feelings or thinking in charge?”
“Am I trying to hurt you or help you?”
“Are you running away from the problem or dealing with it?”
“Being your own boss or asking me to be the boss?”

Observations
As teachers, we must make perceptive observations that will lead students to awareness. During all games sessions teachers are asked to make at least one observation that makes students reflect about how the game is going. By implementing careful questioning and respectful suggestions we encourage more meaningful conversations around students’ behaviour.

Evaluation
We implement a vigorous and comprehensive assessment regime to effectively measure the impact of our BESM policy.

“Are You Ready?”

This “Play is the Way” strategy has a clear focus on teaching students the importance of “code switching” and setting clear goals.

1. Students set a personal goal for the day.
2. Discuss goal with the class Student: “I’m ready to …. (states goal)”.
3. Students know that when they enter the classroom there is an expectation that they are ready to pursue their goal, to switch onto learning.
4. Throughout the day the teacher will ask students to restate their goals.
5. The class respond if the student is working to achieve the goal.
ATTENDANCE
DECD requires that all children between the ages of 6 /17 attend school regularly. Our school attendance plan provides for this and can be viewed at school. Late arrivals must sign in using the scanner system at the Reception desk in the Front Office, and take a pass to the classroom. Early departures must also be signed out at the Reception desk and a pass taken to the class teacher.
We ask that you notify the school by telephone or letter each time your child is absent. If we have not been notified of a reason for your child’s absence, an SMS will be sent to the contact parent requesting a reason for the absence. The school is required by law to enter a reason for each absence. Where possible, you are requested to telephone the school on 8258 7560, message us on 0427016460 or send a message on our Skoolbag phone app and explain your child’s absence.
If your child will be absent from school on a family holiday – please come and see the Front Office staff to complete and exemption form or a letter advising the school of your child’s whereabouts.
If your child has a medical appointment, please send a note to advise the teacher. You must sign your child out at the Front Office.
We seek your cooperation in making sure that all students arrive at school by 8.40 am. When a student is continually late or absent, a report will be made to the school attendance counsellors who will actively follow up with families.

BICYCLES and other WHEELS
Bicycles, scooters, skate shoes etc are not to be ridden in the school grounds. Students must secure their bike to the racks provided with a chain and lock inside the bike compound. This will be locked at approximately 9.15 am and reopen at about 2.45 pm.
The riding of any thing with wheels is not permitted within school grounds.

CANTEEN
The School canteen operates on Monday, Wednesday, Thursday and Friday – at Recess and Lunch times.
A Canteen Price List will be sent home at the commencement of each term and updated periodically. Canteen Price Lists are also available from the School Office. Bags for ordering lunches are available at the Canteen. When ordering lunches, please label bags clearly with:

```
Child’s Name    Room Number    Teacher’s Name    Year Level
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Lunch Orders are collected in the classroom and sent over to the Canteen in the morning by class monitors. Correct money would be appreciated. Any change will be taped to your child’s lunch Bag.
If you would like to volunteer to help in our canteen, please see our front office staff and we would be happy to help you.

DRESS CODE
Our school is a uniform school and we are proud of our school colours of navy and gold. Our uniform contributes to the whole school’s feeling of unity and pride. It also assists staff in identifying strangers in the school grounds, providing a greater level of security.
Children are expected to wear, shorts, t-shirts, track pants windcheaters, polo shirts or dresses in the school colours. Clothing should have sleeves, and longer style shorts/skirts/dresses. Our Year 6/7 students have the option to wear a “Seniors” polo or windcheater.
Shoes that are protective and allow ease of movement in physical activities are essential.
All school community members are required to wear suitable sun smart hats, either a bucket or broad brimmed hat when outside from the 1st of September to the 30th of April or when outside for long periods.
Polo shirts, jackets and hats can be ordered from the Front Office.
The Governing Council has as one of its roles the power to develop a school dress code and we ask that parents support us in keeping to it.
Eye make up, lipstick and dangling jewellery are not part of our school dress code.
INCLEMENT WEATHER POLICY

During the school year there may be some excessively wet, windy or hot days depending on the season. For this reason we have implemented a Inclement Weather Policy. As all our classrooms are air-conditioned there is no early dismissal for hot weather. When the forecast is 36 degrees or over no outside activities will take place after recess. Students will remain inside during recess and lunch play if it is raining.

LOST PROPERTY
We ask that all clothing and equipment is named to avoid the large numbers of clothing that are lost each term. Parents are welcome to look through the lost property baskets in the class areas. Twice a year the clothing is sorted and what is not claimed is sent on to charity.

MOBILE PHONES
We have a policy at Salisbury Downs Primary School that discourages the bringing of mobile telephones to school by students, however we accept there are families that believe mobile phones are important for student safety. The School has established an Acceptable Use Policy for mobile phones that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones during school hours. A copy of this policy is available on request from the front office.

Please be aware that it is the responsibility of students who bring mobile phones onto school premises to follow the guidelines outlined. Mobile telephones are brought to school entirely at the owner’s risk. The school will not be involved in disputes and/or investigations over damage, loss or theft. Students are not to have mobile phones in their possession during school hours. They are not to be used as music players or to take or show photographs and videos at school. The phone needs to be kept in the school bag or handed to their class teacher at the beginning of the day and collected by the students at the end of the day.

PARENT VOLUNTEERS
Parents are always welcome to help at school in many ways—supporting students in the classroom, on Governing Council, Fundraising Committee and helping on excursions or special occasions. In this way parents become familiar with the school and understand better what is happening. Please see Front Office staff if you are interested in Volunteering and an induction will be organised. Criminal History Checks are required by DECD for all people working with Children and Young People. WHS policy requires you to sign in when you enter the site and out when you leave.

PARKING
Please adhere to parking regulations around the school. The Salisbury Council may fine people for parking infringements. The Staff Car Park is not to be used for dropping off or collecting children. Picking up and dropping off children from carparks is potentially a very dangerous practice. There is however, a space marked for drivers with disabilities who are able to display approved government permits.

SCHOOL SMOKE FREE ENVIRONMENT
All DECD school sites are by law smoke free environments. Smoking is not permitted within any school buildings or anywhere on the school grounds.

SOLE CUSTODY/ACCESS
Parents who have sole custody or specific access restraints concerning their child should make this known to the Principal, who will need to sight Family Court documents and orders. This information is kept in strictest confidence. Non custodial parents are welcome to request that reports and newsletters be sent home for their information. Please see Front Office staff about this.
FINANCIAL MATTERS

MATERIALS AND SERVICES CHARGE
The School sets fees for each school through discussion with the Principal, Finance Officer and the Governing Council. This is called the Materials and Services Charge and is set at a level in accordance with DECD requirements.
The fee covers all student’s needs for the year including curriculum requirements the purchase of resources like computers and some special projects. Along with Government Funding, fees meet most stationery needs for the year.
The fees however do not cover the cost of camps, excursions or incursions or special programs such as Aquatics or Swimming for the students. Fees do not cover uniform items.
Parents are invoiced at the beginning of the school year with details about possible methods of payment. Parents are encouraged to meet with the Finance Officer or the Principal to discuss payment options.
Outstanding school fee amounts are referred to the schools debt collection services.

SCHOOL CARD
Some families may be eligible for financial assistance from the school card program, depending on levels of income. Please discuss this with the Finance Officer as early applications are essential.

MONEY COLLECTION
All money for excursions, school events, school fees are to be paid in the Front Office or handed in to your child’s teacher and sent up to the Front Office for processing.
A tax receipt is issued upon payment (where possible). Credit card, correct cash amounts (limited change is kept on site), cheques, EFTPOS and Electronic Funds Transfer are all acceptable (cheques made out to Salisbury Downs Primary School).

SCHOOL COMMUNITY DECISION MAKING AND COMMUNICATION

GOVERNING COUNCIL
This group is the executive body of the school. Its members take part in representing the school community assisting the decision making process with the principal in matters of finance policy and curriculum.
Parent members are elected for terms of 2 years at the AGM held in term 1 of each year.
The Chairperson of the Council is elected from the group of councillors each year.
Parents are welcome to attend meetings as visitors.
We urge parents to be involved in the council; it is a great way to participate in school life.

FUNDRAISING
The Fundraising Group of Salisbury Downs Primary School works towards a specific objective each year.
The contribution of this group is valued and parent assistance is always welcome.

Student Voice SWAT (Students Working Actively Together)
The Student Voice has been active since 2014. There are 16 students ranging from years 3—7 involved, being made up of two students from each primary class. SWAT Team meetings are held once a fortnight.
The SWAT Team have focussed on Anti-Bullying strategies and Fundraising ideas. Some of the initiatives they have been involved with are:
Anti-bullying Days, creating posters and doing role plays around anti-bullying for other students. Collating surveys. Completing Audits for our Play is the Way equipment. Mother and Father’s Day Stalls, Cancer Council and Leukaemia Foundation fundraising. Supporting Junior Primary students and running/setting up assemblies.
Other Student Voice Initiatives include: Play Buddies—supporting Junior Primary Students with challenging Behaviours.
WIP - Work Initiative Program (senior students work in the Front Office during play times, answering phones, laminating and setting up displays, answering phones.
GRIEVANCE PROCEDURES
We ask that all members of the school community follow the school’s Grievance Procedures to settle any contentious issues that may arise, working as a team supporting and communicating with each other and being flexible to accommodate the needs of everyone. In most cases, a discussion between the individuals involved can sort out any issues or problems. Here at Salisbury Downs, we are proud of our open communication and encourage everyone to work together.

TEACHING AND LEARNING

The Australian Curriculum
In addition to subject-based content, all syllabuses address important contemporary themes and general capabilities as students prepare to live and work successfully in the 21st century. These include Australian Curriculum cross-curriculum priorities and general capabilities, and other learning across the curriculum areas identified by the Board of Studies.

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability
- General Capabilities
- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Other Learning Across the Curriculum Areas

- Civics and citizenship
- Difference and diversity
- Work and enterprise

ASSESSMENT AND REPORTING

Assessment and reports are presented in a variety of ways.
- Acquaintance Night
- Written reports
- Parent teacher student interviews
- Other meetings as required
- Work sent home
- Informal discussions

Staff follows DECD reporting requirements presenting written reports in plain English with clear indications of student achievement and effort as well as social skills summary. A “First Impressions” report is sent home at the end of Term 1, with summative reports being sent home to parents at the end of Term 2 and Term 4. Interviews may be requested by both parents and teachers if deemed necessary throughout the year.

The school supports its continuous curriculum planning and improvement by analysing data from external testing such as the NapLan, which all students in year 3/5/7 sit, as well as “in house” standardised testing. The Australian Curriculum provides the guides for assessing and reporting.
INFORMATION LITERACY / COMPUTERS
At Salisbury Downs, we are committed to developing the use of Communication Technologies to enhance student learning outcomes. Students have access to computers in their classrooms, though interactive whiteboards, the Computer Room and the Resource Centre.
IBM computers are used throughout the school. The entire school is networked and we have access to worldwide information providers.
An Internet Users Agreement forms part of the pink information/consent form that needs to be completed and signed for each student at the beginning of each year.
Salisbury Downs uses a system that tracks which internet sites that students visit. The system also will also alert staff if inappropriate website or language is being used.

RESOURCE CENTRE
The Resource Centre is an integral part of our school and is a vibrant and colourful focus for student learning. Our students participate in the Premier’s Reading Challenge.
Students are expected to care for books reporting any damaged or lost books quickly.

SPECIAL PROGRAMS

WALKER LEARNING Investigations
At Salisbury Downs Primary School we bridge the gap between preschool and school through the implementation of a play based curriculum using the Walker Learning Approach.
This approach allows the children to engage in their learning in an investigative way which assists the development of many life skills.
We know that the development of early oral language skills are vitally important and have a direct influence on success in early reading and schooling. Each week our youngest students engage in Investigations where the children have a “Tuning In” time when the teachers go through the learning intentions and prepare the focus children for that day. During investigation time the children explore different aspects of their learning which helps develop vocabulary, questioning, listening, cooperation and organisational skills.

Non Instruction Time (NIT)
NIT Subjects at SDPS are currently delivered in a team teaching situation, which embraces learning in a village experience with students and classes integrated rather than isolated.

Science is a subject that allows students to curiously explore their world and develop an understanding of how it works and how they fit into it. It is directly relatable to all aspects of everyday life and provides answers to the questions students have. Furthermore, science, technology, engineering and maths (STEM) graduates will dominate the workforce in the near future and scientists will be at the forefront of breakthroughs in our rapidly evolving and expanding world. Some of our extreme and complex students find solace in science as it embraces their natural inquisitiveness and provides them with the opportunity to explore and challenge what they know in a supportive and safe environment.

We embrace ICT at every appropriate opportunity and seek to include all technologies in the learning environment to ensure students are prepared for the learning and working environments of the future.
We strongly believe in the concept of students as Self Motivated Independent Learners and challenge students to explore their skills and abilities.

At Salisbury Downs Primary School we believe that physical activity and being active keeps us happy and healthy. We have implemented a specialist physical education and performing arts program that is conducted outside of students’ traditional classroom. This change of environment provides an opportunity for students to transfer and apply skills and knowledge in a different setting, in addition to learning how to play safe, we believe participation in team sports and performing arts as instrumental for developing and strengthening critical social skills.
**SPECIAL PROGRAMS AND EVENTS**

Senior students participate in various SAPSASA Sporting carnivals throughout the year. Year 6/7 students attend Aquatics in the first part of the year. The Blue Unit students have the opportunity to attend a Camp each year and an excursion to the Clipsal 500 Race track every second year.

Our students in Reception—Year 5 attend swimming lessons in Term 4, as well as participating in various incursions and excursions throughout the year.

The celebrate the end of each term, our whole school gets involved in an X-FACTOR! Students nominate, audition, practise and perform items in front of the whole school and an X-pert judging panel!

End of Year Picnic/Celebration is held for the whole school at the local swim centre on the last day of school.

**LEARNING SUPPORT PROGRAMS**

Students who need support with their learning are identified through a range of assessment tools both in the classroom and by formal testing. Sometimes the school staff will discuss specific learning concerns and ask for assessment to be carried out by a DECD psychologist or speech pathologist and results and recommendations are used to help support the student’s learning or in some cases to verify the child as a student with a disability.

Individual Learning Plans are developed for these students. Parents are included this process and in meetings with the classroom teachers, DECD support staff and SSO’s. Salisbury Downs Primary School has a dedicated area set up where most of our support programs are implemented.

These include programs such as; targeted literacy intervention from phonics and phonemic awareness through to reading comprehension support with a focus on early intervention; Maths and numeracy programs including the Quicksmart Program; Chatterboxes articulation intervention program; Buzz Club autism self and social awareness program.
HEALTH AND SAFETY
The school meets all DECD and state government requirements of the WH&S policies, providing and monitoring a safe workplace environment for all.

ASTHMA
Students with asthma require a health care plan completed and signed by the treating doctor. Asthma medication is stored at the Front Office and puffers must be clearly labelled.

EMERGENCY CONTACT
For the well being and safety of your child it is very important that every parent completes Contact Information, Consent and Health Care forms at the beginning of enrolment. Also it is essential that any changes, especially to contact numbers are updated.

FIRST AID
All staff is trained in First Aid and students report to the Front Office for minor first aid.
In the event of more serious injury or sickness, the school will endeavour to contact home or emergency contacts. If no contact is made the school will make the decision about what action is appropriate for the wellbeing of the child. This may include calling for an Ambulance. Parents please be aware that if you are not contactable and an ambulance is called, you will be liable for payment not the school.
We ask that students are not sent to school if unwell but are cared for at home in the hope they will improve.
In the event of a head injury or bump to the head, parents will be notified by a phone call.

MEDICATION MANAGEMENT
As much as possible students are encouraged to take medicine outside of school hours. If medication needs to be taken at school students will be supervised by Front Office staff. DECD Policy states that staff are not able to measure doses medication to children. Any medication sent to school must be already measured in the dosage required.
Please ask staff for directions about this or refer to the school health support policy.

HEAD LICE
Schools don’t get head lice – people do! In the event of a reported case of head lice within the school, the school notifies parents of an outbreak and provides information about treatment. If your child has head lice, please notify the school and commence treatment immediately.

INFECTIOUS DISEASES
Parents are asked to contract the Front Office in cases where children contract communicable diseases. Children who are ill with an infectious disease must not attend school until they have completely recovered. Below is a brief summary of the exclusion times for children with various common diseases.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Excluded from School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>One week after the first eruption or until fully recovered</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Until discharge from the eyes has ceased</td>
</tr>
<tr>
<td>Headlice</td>
<td>Until treatment has commenced</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Until treatment has commenced</td>
</tr>
<tr>
<td>Scabies</td>
<td>Until treatment has commenced</td>
</tr>
<tr>
<td>Impetigo (School sores)</td>
<td>Until the sores have healed or are properly covered with an</td>
</tr>
<tr>
<td></td>
<td>occlusive (absorbent) dressing</td>
</tr>
<tr>
<td>Infectious Hepatitis</td>
<td>Until subsidence of symptoms or until receipt of medical</td>
</tr>
<tr>
<td></td>
<td>Hepatitis (A) certificate of recovery</td>
</tr>
<tr>
<td>Measles</td>
<td>For at least five days from appearance of rash or until receipt</td>
</tr>
<tr>
<td></td>
<td>of medical certificate of recovery</td>
</tr>
<tr>
<td>Mumps</td>
<td>Until fully recovered, at least one week after complete</td>
</tr>
<tr>
<td></td>
<td>subsidence of all glandular swelling</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Until fully recovered or five days after onset of rash</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Two weeks from onset of illness and until medical certificate</td>
</tr>
<tr>
<td></td>
<td>of recovery received</td>
</tr>
<tr>
<td>Slap Face (5th disease)</td>
<td>Until rash has subsided</td>
</tr>
</tbody>
</table>