

HEATHERWOOD SCHOOL

2026 Information Booklet



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PRINCIPAL'S MESSAGE – PAUL HILLS

Dear Students, Parents and Carers,

Welcome to Heatherwood School. I am sure you will find your time with us challenging and rewarding. We are committed to working in partnership with you and the whole school community to provide the highest quality teaching and learning opportunities for all students.

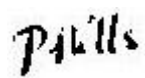
Our philosophy is based on the belief that every student can learn and succeed. We will work with you to develop resilient and confident individuals who will have the necessary skills, attitudes and behaviours required to maximise the opportunities that post school options will provide.

We have a strong commitment to developing the whole person. The school provides a wide range of programs including specialist areas to engage students and encourage growth in academic, personal, social and independence areas, we aim to develop competencies that are necessary to meet the current and future life needs of our students.

Heatherwood School upholds and instils in our community the values of mutual respect, co-operation, shared responsibility, social equality, self-discipline, and responsible decision making. We value significant parent involvement including consultation in planning, implementing and evaluating programs and whole school policies. A strong partnership with the school community will ensure that the school provides the best possible programs for the young person to grow into a positive confident young adult.

The importance of good communication between yourself and the school cannot be over emphasised. Please feel free to contact the class teacher, social worker, Principal or Assistant Principals on any issue at any time.

Yours sincerely,



Paul Hills
PRINCIPAL

CONTACT INFORMATION

Location	370-380 Springvale Rd, DONVALE 3111
Telephone Number	(03) 9842 8319
Email	heatherwood.sch@education.vic.gov.au
Principal	Paul Hills
Assistant Principal/s	Lesley Foster (Teaching and Learning)
	Braham Morris (Student Wellbeing)
Business Manager	Kaye Shilcock
Administration	Tammy Gaunt / Kristy Wilson / Blanche Persich
Social Worker	Melisa Versace

Generalist (classroom) Teaching staff

Class structure

When students are enrolled at Heatherwood they are placed in a class determined by their year of birth as Department of Education & Training (DET) Policy is that students leave school at the end of the year they turn 18. When putting class groups together, Heatherwood staff consider the following:

- Keeping class sizes as small as possible
- Social/friendship groups
- Wellbeing needs
- Ability levels (this **does not** mean that classes are “streamed”)
- Gender balance (this varies greatly from year to year)
- Information from the previous year level teachers
- Student input
- Family/Carer concerns

Classes are put together with the view that any class can be taken by any teacher within the school. Once in draft format, the suggested class groups are then forwarded to principal class staff for approval.

As many of the new students may have unknown needs when they begin at Heatherwood, class structures may need to change to maximise students’ learning potential.

Specialist Subjects for students:

Please see Specialists program on page 18.

Supporting learning and wellbeing

There are two teams that work in the school to support teaching and learning. These teams, the Curriculum Team and the Student Wellbeing Team, while having a different focus, support students and teachers to ensure that the best opportunities and learning environments are created.

The Curriculum Team members support staff in classrooms. They develop understandings as to what is being taught, how it's being taught, how it's being reported on, how it's being evaluated, what resources are required to implement programs and to provide feedback to staff and the school about teaching and curriculum needs.

The Student Wellbeing Team support staff and students by assisting students who experience behavioural or social difficulties which impact on their classroom learning. Students who display challenging behaviours are supported through Individual Management Plans and other strategies which are designed to re-engage students and allow them to grow and take responsibility for their behaviours.

School Wide Positive Behaviour Support (SWPBS)

Vision Statement: To provide a safe and engaging learning environment for each student at our school.

SWPBS is a systems approach to creating the kind of school where all students are successful and included. This is achieved through teaching and reinforcing positive behaviours that align with our three core school values.

1. Be Respectful
2. Be Your Best
3. Be Safe

The purpose of SWPBS is to identify the effective, efficient and evidence based supports we can put in place to ensure all students experience success. The evidence-based features of SWPBS include:

- Prevention
- Defining and teaching positive social experiences
- Acknowledging positive behaviour
- Arranging consistent responses to all behaviour
- Maintaining ongoing collection and use of data for decision making
- Establishing a continuum of interventions
- Celebrating individual and whole school achievement.

CHILD SAFE STANDARDS

Overview

Heatherwood School is committed to providing a child safe environment. We want our students to be safe, happy and empowered as we support and respect all students, as well as our staff and volunteers. This includes the safety of students from a culturally and/or linguistically diverse background and students with a disability.

Our commitment to providing a Child Safe school, is done through the implementation of policies and procedures such as:

- A Statement of Commitment to Child Safety
- Child Safety Policy
- Child Safety Standards –Code of Conduct
- Child Safety –Allegations of Abuse Policy
- Child Safety Reporting Obligations & Procedures

All staff at Heatherwood School are required to adhere to the School's Child Safety and Protection policies and procedures. The staff intranet contains copies of the relevant policies which all staff are required to read.

The School Website contains the same policies and documentation that are available for parents/carers and the wider community.

Useful contacts

Students have the right to be safe and free from abuse, including at school. Schools and other child-related organisations have to follow laws to protect children in their organisations from abuse. There are services that you can contact to access more information, and in some cases, to speak to somebody about your concerns. These are as follows:

National Child Abuse Helpline (Child Wise)

A toll-free number with access to expert advice from trained counsellors and an opportunity to speak up about child abuse.

Kids Helpline

For any time and for any reason - free, private and confidential phone and online counselling 24 hrs a day 7 days a week.

Headspace (National Youth Mental Health Foundation)

Headspace can help if you are aged 12 or over and you are going through a tough time. You can talk to someone at Headspace on the phone, online or in person. They also have a lot of information on their website.

Victorian Centres Against Sexual Assault

Victorian Centres Against Sexual Assault provide services to child and adult victims/survivors of sexual assault. The assault may have occurred recently or in the past.

Create Foundation

Creating a better life for children and young people in care.

Youthlaw

Free and confidential legal advice.

COMMUNICATION - SENTRAL

Sentral is the primary method of communication between the school and parents. Parents will receive a Sentral login and password in the first few days of the school year. All important information including absences, excursion permissions, SSG appointment times and reports etc can be done via Sentral.

The first point of contact regarding your student should be the classroom teacher.

Family members are asked not to be in classrooms. If families would like to request a meeting with a teacher or if you require information regarding your son's/daughter's education, please contact the teacher via Sentral, email, communication diary or via the office.

During class times, it is very difficult to take phone calls from parents. In view of this, a message can be left at the office and this will be passed on to the relevant staff member. In cases of urgency, the office staff will ensure that it is passed on straight away. Families and carers are reminded that it is a violation of the Heatherwood School's Mobile Phone and Digital Technology Policy to contact a student directly via their mobile phone or mobile network enabled device.

When visiting the school for an appointment or meeting, please ensure that you go to the office before going to the classroom. The office staff can then locate the staff member for you.

WORKING AS A COMMUNITY

The following information is consistent with the Department of Education's (DET) values and expectations for members of all school communities.

Heatherwood School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

The actions and attitudes below set out our behavioural expectations of all members in this school community, including the principal, all school staff, families, carers, students and visitors. Respect should be shown for members of the school community by:

- treating everyone in a considerate, fair and courteous manner;
- maintaining confidentiality and treating private information properly;
- recognising the achievements of others and sharing team success;
- listening and encouraging everyone to explain ideas and actions;
- ensuring that everyone has the right tools to do their work and;
- collaborating and engaging constructively with each other working towards a common goal.

In order to facilitate this, Heatherwood School asks that families and carers engage positively in the process by committing to the following:

- Working with the school to achieve the best outcomes for your young person.
- Communicating constructively with the school and use expected processes and protocols when raising concerns.
- Supporting school staff to maintain a safe learning environment for all students.
- Following the school's complaints processes if there are complaints or concerns.
- Treating all school leaders, staff, students, and other members of the school community with respect.

Our staff are committed to achieving the best possible outcome for students and their families and carers.

Unreasonable Behaviours

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles listed in this article include when **any** person:

- is rude, aggressive or harasses others or;
- sends rude, confronting or threatening letters, emails or text messages or;
- is manipulative or threatening or;
- speaks in an abusive or aggressive tone, either in person or over the telephone or;
- makes sexist, racist or derogatory comments or;
- inappropriately uses social media as a forum to raise concerns/make complaints against the school or;
- is physically intimidating or aggressive, e.g. standing very close, making physical contact or;
- is disrespectful of others and/or their property;
- Is bullying or using threatening behaviours of any kind in any form.

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the principles listed above may lead to further investigation and the implementation of appropriate consequences.

We ask all members of our school community to adhere to the expectations as set out above

IMPORTANT DATES – 2026

School Hours

	Time(s)
Commencement of School	9:00am
Period 1	9:00am – 9:45am
Period 2	9:45am – 10:30am
Morning Recess	10:30am – 11:00am
Period 3	11:00am – 11:45am
Period 4	11:45am – 12:30pm
Lunch Recess	12:30pm – 1:15pm
Period 5	1:15pm – 2:00pm
Period 6	2:00pm – 2:45pm

The school office operates from 8.15am until 4.30pm. An answering service operates outside these hours.

Students are not supervised in the yard before 8.45am each day.

Term Dates 2026

The following table lists the term dates for 2026:

	Start Date	End Date
Term 1	Tuesday 27 th January 2026*	Thursday 2 nd April 2026
Term 2	Monday 20 th April 2026	Friday 26 th June 2026
Term 3	Monday 13 th July 2026	Friday 18 th September 2026
Term 4	Monday 5 th October 2026	Friday 18 th December 2026

*** - Students begin on Thursday 29th January 2026**

2026 Public Holidays & Curriculum Days

Students do not attend school on the following days

	Day and Date	Reason
Term 1	Tuesday 27 th January	Curriculum Day
	Wednesday 28 th January	Curriculum Day
	Monday 9 th March	Labour Day
	Friday 3 rd April	Good Friday
Term 2	Saturday 25 th April	ANZAC Day
	Friday 5 th June	Curriculum Day
	Monday 8 th June	King's Birthday
Term 3	NA	
Term 4	Friday 30 th October	Curriculum Day
	Tuesday 3 rd November	Melbourne Cup Day

Please note: These dates are subject to change. Please check diaries for confirmation.

SCHOOL ORGANISATION

For administrative purposes the school is divided into 3 sections. The following is a description of each section.

Junior School (Year 7 & 8)

The Junior Department is the entry point to Heatherwood School for the majority of new enrolments. As part of the transition process and to welcome new students to the school, a student orientation day is held early in December the year before students begin at Heatherwood School. An information evening is held to give new parents an overview of the school and the department. In February each year a parent orientation evening is also held by the class teachers and specialists in the department.

In accordance with the School's Vision and Policies of the Department of Education & Training (DET), the curriculum focus is on providing and developing foundations in English, Maths, Science, Humanities and The Arts.

Areas of study include:

- English programs through which students are encouraged to read, view and listen critically and to think, speak and write clearly and confidently.
- Mathematics programs that expose students to practical applications of basic number facts, real life situations and community experiences.
- Physical, personal and social programs to enable students to become active members of the community by developing their independence and self-esteem in a nurturing environment.
- Thematic approaches to Humanities and Civics & Citizenship which emphasise current affairs where appropriate.

- The use of computers, laptops and iPads will build transferable skills to enable students to engage in effective, innovative communication for life-long learning.
- Specialist programs, including Visual Arts, Woodwork, Bike Education, Information and Digital Technology, Food Technology, Outdoor Education, Physical Education, Horticulture, Independence and Living Skills, Performing Arts, Library, Protective Behaviours and Science.
- A Protective Behaviours program aims to provide information to help students make safe decisions, to identify basic safety skills, avoid harmful situations, and the actions they can take if they feel unsafe.
- A camping program which is offered to the students through the school year. The camps provide students and teachers the opportunity to get to know each other in a more informal setting.

COURSE INFORMATION

Victorian Curriculum

Heatherwood School delivers the Victorian Curriculum F–10 from years 7 to 10.

The following information is extracted from the VCAA's The Victorian Curriculum F–10 website. This can be found at <https://f10.vcaa.vic.edu.au/>

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by **learning areas** and **capabilities**. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and may be reinforced in other areas. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, may again be reinforced in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F–10 is set out below:

Learning areas

- English
- Mathematics
- Visual Arts
- Health and Physical Education
- The Humanities
 - Civics and Citizenship
 - Economics and Business
 - Geography
 - History
- Science, Technology, Engineering, Mathematics (STEM)
- Technologies
 - Digital Technologies

Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

The Victorian Curriculum in Junior School

Schools have considerable flexibility in determining how best to organise and structure their teaching and learning programs. Heatherwood School teaching staff develop and review unit plans and sequences of lessons that are delivered across a term, a semester and the year. In developing content for each learning area or capability, teaching staff tailor learning activities and assessments to meet individual student needs. This is done with the intention of maximising each student's capacity to progress along the learning continuum.

Assessment

Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance. The school's vision is that every student can learn and succeed.

Heatherwood School has a responsibility to:

- Provide students with an appropriate Individual Learning Plan (ILP) containing realistic aims and observable, achievable and measurable learning goals.
- Regularly monitor and record student goals, student learning and academic progression.
- Inform the school community regarding student progress and performance.
- Develop five week learning goals to monitor progress and measure success.

Assessment Methods, Tools and Practices

A wide range of evidence based practices, including summative and formative assessment, anecdotal records, observations, rubrics, demonstrations, checklists, examples of student work and interviews. Examples of assessment methods, tools and practices implemented at Heatherwood School are:

- Essential Assessment
- ABLES
- Fountas & Pinnell
- SA Spelling Words
- 100 Most Used Words
- Edwards Quick Word test
- 5-Week Goals
- Top 10 Maths
- Athletics Assessment Tasks
- Career Action Plan (CAP's)
- Anecdotal Records
- Teacher observations
- VPC Evidence Portfolios (Year 10, 11 and 12 only)
- VPC Moderation (Year 11 and 12 only)
- VET Assessment tasks (Year 10, 11 and 12 only)
- Work Readiness (Year 10, 11 and 12 only)
- Workplace Learning Reports (Year 10, 11 and 12 only)

Reporting

At Heatherwood School, all students have the right to experience success in challenging, purposeful and comprehensive educational experiences. At Heatherwood School, reports will:

- be written and provided to families and carers twice a year
- be written to cover individual progress towards achievement of goals and overall progress within the subject areas
- be confidential at all times
- form the basis for discussion at Student Support Group (SSG) meetings

Middle School (Year 9 & 10)

The majority of students in the Middle School are 14-16 years old. The Middle School is the introductory point for students to the world of work and discovery of future pathways.

The Middle School:

- uses student experiences to build learning foundations
- specialises in the Thinking Curriculum
- promotes Criteria Based Learning
- follows the Victorian Curriculum with an emphasis on English and Mathematics
- provides engaging curriculum and innovative programs to promote learning
- has an emphasis on teaching young people how to solve problems
- empowers young people to make good decisions
- teaches responsible citizenship and leadership
- explores future options and the world of work
- encourages the development of healthy relationships, healthy minds and healthy bodies
- emphasises personal development and the development of protective behaviours

Special Programs that students can participate in are:

- Applied Learning – This Program has been established in Year 10 as an introductory opportunity for students who will be undertaking VPC in Year 11. Applied Learning aims to incorporate the teaching of skills and knowledge in the context of ‘real life’ experiences. Applied Learning is about nurturing and working with students in a holistic manner, which takes into account their personal strengths, goals, previous experiences and interests to guide the learning within their passion topic. Learners apply what they have learnt by doing, experiencing or relating it to the real world. The learning takes place using the inquiry model, as this presents a multitude of differentiated learning opportunities for students and allows teachers further insight to their students as they learn within a distinctive learning frame.
- Trade Kitchen
- Small guided reading programs
- Vocational education
- Work Experience - Students in year 10 undertake a 2-week block of Work Experience during the year. In undertaking this opportunity, students are able to develop:
 - employability skills through work-related contexts
 - critical thinking skills that apply to problem solving in work contexts
 - planning and work-related organisational skills
 - Occupational Health and Safety (OHS) awareness
 - transferable skills for work-related contexts.
- VET Certificate One in Active Volunteering (Year 10 and 11 only)
- Advance – this initiative is a partnership between the Victorian government, schools and community organisations. The goal of Advance is to enable young people’s participation and volunteering in community life. The essential elements of Advance are that young people do something with their community, that they do it in partnership with a community organisation and that it includes young people’s choice. Some examples of Advance programs that run at Heatherwood School are:

- Parks Victoria
 - Endeavour
 - Other Volunteering opportunities
- Outdoor Education
 - Camps

Senior School (Year 11 & 12)

The Senior Transition Department has four main objectives:

- To continue the student's education in a supportive environment.
- To prepare students for life and maximising post school options.
- To provide a well-rounded education, which takes into account the emotional, academic and creative needs of the student.
- To develop transition plans from school to the post school option nominated.

There are a number of different pathways that students follow according to their capabilities, needs and interests. The following program is available:

- Victorian pathways Certificate (VPC)

Students in the Senior Transition Section will also access a number of Certificate Courses (VET) in areas including Hospitality, Retail, Horticulture, Sport and Recreation, Information Digital Media and Technology and Active Volunteering. These courses are at Certificate 1 or Certificate II level.

VICTORIAN PATHWAYS CERTIFICATE

The Victorian Pathways Certificate (VPC) is an accredited (year 11 and 12 only) school qualification that is divided into four strands and delivered over a two year period. The four strands of VPC are:

- Literacy (Units 1 and 2)
- Numeracy (Units 1 and 2)
- Personal Development (Units 1 and 2)
- Work Related Skills (Units 1 and 2)

At Heatherwood School, Vocational Education and Training in Schools (VETiS) programs form part of the VPC course requirements and are delivered under the Industry Specific Skills strand. In order to gain the VPC qualification, students must:

- complete 1000 hours of successful study and;
- meet the requirements of all learning outcomes and elements within each strand and;
- complete a minimum of 360 hours of successful study within the VETiS courses.

Students who do not meet any of the above requirements **will be ineligible** to receive the full qualification but will receive a statement of attainment which recognises the work they have completed.

As a result of these requirements, it is important to note that students will not be eligible to receive their full VPC qualification at the end of year 12. Parents will be notified if this is an issue and students will be only receiving a Certificate of Attainment.

Literacy

Aims

This study enables students to:

- develop their everyday literacy skills by thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.
- Participate in discussion, explorations and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres including First Nations peoples' knowledge and voices, and different contexts and purposes.
- Discuss and debate the ways in which values of workplace, community and person are represented in different texts.
- Present ideas in a thoughtful and reasoned manner.

Unit 1

Module 1: Literacy for personal use

Module 2: Understanding and creating digital texts

Unit 2

Module 1: Exploring and understanding issues and voices

Module 2: Informed discussion

Numeracy

Aims

This study enables students to:

- Develop their everyday numeracy practices to make sense of their personal, public and future vocational lives.
- Develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

Unit 1

Module 1: Personal Numeracy

Module 2: Financial Numeracy

Unit 2

Module 1: Health and Recreational Numeracy

Module 2: Civic Numeracy

Work Related Skills

Aims

This study enables students to:

- Identify and implement practical ways to ensure mental health and wellbeing in the workplace.
- Identify safety risks and hazards in the workplace.
- Proactively implement strategies to ensure personal safety and the safety of others within the workplace.
- Understand rights and responsibilities in the workplace.
- Identify and articulate personal skills, capabilities and technical knowledge, as it relates to suitability for employment and further education.
- Understand options and plan for future pathways beyond secondary education.
- Identify and apply relevant strategies to apply for employment and training opportunities.

Unit 1

Module 1: Interests, skills and capabilities in the workplace

Module 2: Employment opportunities and workplace conditions

Module 3: Applying for an employment opportunity

Unit 2

Module 1: Identifying and planning for a work-related activity

Module 2: Completing and reviewing a small-scale work-related activity

Module 3: Reporting on a small-scale work-related activity

Personal Development

Aims

This study enables students to:

- Reflect on personal values, feelings and behaviours
- Articulate their strengths, abilities and potential, and to set personal goals
- Understand the fundamental pillars of health and wellbeing
- Practise physical, social and emotional self-care
- Maintain respectful, positive and safe relationships
- Analyse the significance of community support systems
- Participate in independent, team and community-based activities

Unit 1

Module 1: Understanding self

Module 2: Developing self

Unit 2

Module 1: Exploring and Connecting with Community

Module 2: Community participation

The personal development strand also includes lessons conducted within the Protective Behaviours and Science programs.

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) Courses are delivered both on and off campus. These courses are provided in order to satisfy the Industry Specific Skills strand of VPC. In some cases, VET course content may satisfy other strands of VPC.

VET courses at Heatherwood School are delivered at a Certificate 1 or Certificate 2 level. Currently, students can undertake one or more of the following VET courses:

Certificate 1 in Employment Pathways

Employment Pathways (on campus)

This course has been designed to support learners to develop skills and knowledge to re-engage with learning and to improve their employability and work readiness skills. Learners who have become disengaged from learning require a course that supports them to explore work options and/or potential pathways.

This also includes:

- Preparing for initial work and/or further learning by exploring work preparation options and pathways.
- Developing and documenting an action plan for career planning.
- Identifying strategies to enhance personal effectiveness to support employment or further learning and accessing and using information about selected industries and the skills they require.

Certificate I in Sport and Recreation – on campus – (extra costs involved, details provided at information night)

This program runs over 2 years. The program envisages to enhance students' wellbeing, self-confidence and independence through active involvement in the sporting industry. The students combine their Certificate 1 in Sport and Recreation with VPC and Certificate One courses in Retail Services and Units from Certificate 11 in Applied Digital Technology.

Units from Certificate II in Applied Digital Technology – (on campus)

This course aims to provide students with the basic knowledge needed to competently use technology in our ever-changing world. Recognition of prior learning will be taken into consideration for students to complete the required hours.

Certificate I in Agrifood Operations (Horticulture) – on campus

This course is held at Heatherwood School. Students' complete units of competency when undertaking construction and gardening projects on campus.

Certificate I in Hospitality – (extra costs involved, details provided at information night)

This course is held at Heatherwood School. The course provides hands on training for cooking, food preparation, food safety and food hygiene.

Certificate II in Hospitality – (extra costs involved, details provided at information night)

This course is held at Heatherwood School. The course provides hands on training for cooking, food preparation, food safety and food hygiene.

Certificate I in Retail Services

The Retail Services course will give students the skills, knowledge and attitudes required for effective communication with customers and other staff in the workplace.

Certificate I in Active Volunteering

This certificate provides students and schools with their ability to engage with their local school and wider community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our community under direct supervision.

Senior Camps

There are several camps offered for Senior School students. Information will be provided to families regarding these.

Electives Program (Specialist Programs)

All students in the Senior School participate in an electives program once per week. The electives are based on our specialist areas but have been altered to better meet the interests and needs of the Senior School students. Some of the electives currently being offered or recently been undertaken are:

	Periods (45 minutes)	
Elective Area (student choice)	Year 11	Year 12
Horticulture	2 periods per week	2 periods per week
Library/ Literacy	2 periods per week	2 periods per week
Visual Arts	2 periods per week	2 periods per week
Homecrafts	2 periods per week	2 periods per week

The elective groups are rotated once per term and students are given a choice as to what elective they would like to do.

2026 Victorian Pathways Certificate

The Victorian Pathways Certificate has replaced the Victorian Certificate of Applied Learning (VCAL) to formally acknowledge student achievement, facilitate clearer pathways and provide a more enriched curriculum offering.

The new certificate offers students the opportunity to take greater control of their education pathways and provide the flexibility in their learning environment to build the knowledge and capabilities to thrive in their personal, professional and civic lives.

Students will be able to gain valuable workplace knowledge and practical skills that will allow them to transition successfully into apprenticeships, traineeships, further education and training or directly into employment (open or supported).

Further information will be distributed to families as it is made available by the Victorian Curriculum and Assessment Authority (VCAA).

Career Education

Overview:

Career Education provides young people and their families with the tools they need to make informed career decisions when transitioning from secondary school and throughout their lives. An effective Career Education program demonstrates for young people and their families the relevance of learning to their future aspirations in life.

Career Education at Heatherwood School:

Career Education at Heatherwood School is a carefully planned program of learning experiences including education within the classroom, a training facility and/or a work site. This can also include learning through activities conducted at a post school setting. This approach is designed to assist students in making informed decisions about post school options and ensures all students make the most of the opportunities available to them in the communities they choose post school. The term career refers to a lifetime of experiences, life roles, further education and training, paid or unpaid work and volunteering opportunities. It recognises that students need a range of transferable skills developed through a structured Career Education program to maximise future opportunities. Areas that contribute to this structured program include:

- Development of employability/community skill profiles
- Career Action Plans (Year 7 – 12)

- Advance (Year 9)
- Community access and involvement program
- Work Experience (Year 10 - 12)
- Work Placement (Year 11 - 12)
- Trade Kitchen placement
- VET studies
- VPC -Work related skills – project work
- Post school option exploration – transitions

Other Curriculum Programs

At Heatherwood School specialist teachers conduct programs in:

- Careers Education
- Food Technology (Homecrafts – includes Independent Living skills)
- Horticulture
- Information & Communication Technology (ICT)
- Library
- Outdoor Education
- Physical Education
- Protective Behaviours
- Science, Technology, Engineering, Mathematics (STEM)
- Trade Kitchen
- Visual Arts
- Tutor (Literacy)
- Independent Living Program (House)

Interschool Sports - Sport and Recreation

Each term students can select from a wide range of sporting and recreational activities, including some inter-school competition. A number of activities have a cost. It is expected that students will wear clothing and footwear appropriate to the selected activity.

Swimming program - Sport and Recreation

Swimming is included in the Physical Education program, and we are guided by Department of Education & Training (DET) regarding any medical conditions. These are as follows:

Asthma Sufferers – Swimming Program

Swimming is regarded as a strenuous activity, and asthmatic students may require medication before and during a swimming lesson. To be allowed to participate, students who are Asthmatic require an Asthma Action Plan, renewable each year.

Epilepsy – Swimming Program

To be allowed to participate, students who are epileptic require an Epilepsy Management Plan, renewable each year.

A medical certificate or parent note is also required when students are not able to participate in the swimming program.

CAMPS

School camps are a traditional activity at Heatherwood School and are regarded as an integral part of the school's Personal Development Program. School camps are not compulsory, but participation is encouraged.

The camping program enables the students to get to know their teachers and classmates in a less formal way than is possible in the school situation. Camps provide the opportunity to extend many skills and to develop self-esteem. The camping program may include challenging Outdoor Education activities including mountain bike riding, orienteering, canoeing and tours to many different locations in Victoria and Interstate.

Heatherwood is one of a group of schools who have access to an excellent Outdoor Education facility that includes two buildings and a large camping area - all situated in the historic township of Blackwood in the high country near Trentham.

Students attending camps are required to sign a contract. The contract commits the students to comply with all camp rules, thus ensuring that the camp is a safe and happy experience for all concerned. Students disrupting camps may be sent home at the parent's expense or parents may be required to collect their son/daughter from camp. Parents are also asked to sign this contract.

EXCURSIONS

Excursions are a valuable part of the Heatherwood School curriculum. They provide visual and valuable "hands on" experience that enhances the classroom program. Learning takes place in the "real world". As excursions are an integral part of curriculum programmes there is an expectation that all students will attend excursions.

Parents will need to complete an Excursion Form which are sent home prior to the excursion.

Many excursions are free but, in some circumstances, students will be asked to pay a small cost. You will be notified if an activity or excursion requires families to pay for student involvement.

STUDENT ENGAGEMENT, WELLBEING AND EXPECTATIONS

To achieve a harmonious and purposeful learning environment at Heatherwood School, students are expected to:

- interact safely with staff and other students
- respect others
- respect the property of the school and others
- resolve problems calmly, sensibly and fairly
- respect others in speech, manners and behaviour
- work well and allow others to do the same

SCHOOL RULES

(These rules create an environment of well-being for students and staff)

- Students are expected to follow directions given by staff.
- Students are expected to resolve problems calmly, sensibly and fairly.
- Students are expected to treat other students and staff with respect.

- Students are expected to care for their own property as well as property belonging to other students and the school.
- Students are expected to always remain under the supervision of teachers.
- Students are expected to abide by the school's mobile phone policy, swearing and anti-bullying policies.
- Students are expected to walk quietly in the corridors, respecting others right to work.
- The following items are banned from school- chewing gum, cigarettes/e-cigarettes (vapes), alcohol and drugs.
- Senior students serve as role models for younger students both on site and off site, tattoos should not be displayed at any time.
- School uniform is compulsory.

(A copy of the school rules can be found in the student diary which is issued to each student at the start of each year.)

Where students are involved in repeated or extreme breaches of the rules, parents are required to attend a meeting at the school to discuss the problem. In some cases, offenders may be suspended. Where appropriate, an individual management plan can be designed to support personal growth & wellbeing. Continued misbehaviour can lead to expulsion. Parents of students who intentionally do damage to school property will be expected to pay for the repairs.

If your son/daughter is having social or emotional difficulties, or if you are having problems with your son/daughter at home, please feel free to contact the school as we may be able to seek assistance for you from outside agencies.

Support programs that are implemented at school include:

- Protective Behaviours (including Drug Education, Sex Education, Anti-Bullying/Positive Behaviours, Keeping Safe)
- Cybersafety
- Social Skills
- (SRC) Ambassador program
- Personal Development

MOBILE PHONE AND DIGITAL TECHNOLOGY POLICY

Mobile phones and personal digital devices are important modern day communication tools, however they can easily be improperly used, lost or damaged, and in some cases even place students at risk. They must therefore be effectively managed. The use of mobile phones and personal digital devices during school time can become disruptive to the learning environment of students.

Rules and Expectations

Heatherwood School takes seriously its responsibility in providing a robust policy, guidelines and education for students in relation to what are deemed to be acceptable and appropriate online behaviours.

Mobile phones and personal digital devices owned by students, staff, family members, or visitors to the school are brought to school at the owner's risk. The Department of Education and Training (DET) and Heatherwood School do not accept responsibility for lost, stolen or damaged student mobile phones and personal digital devices, do not hold insurance for personal property brought to school and will not pay for any loss or damage. If brought to school, mobile phones and personal digital devices should not be used in any manner or place that is disruptive to the normal school routine or cause distress.

Students must place any mobile phone and/or personal digital device in their locker between the school hours of 9am to 2.45pm every school day. A lock must be provided from home. In the event that a student does not have a lock they must hand the personal digital device to the office.

Mobile phones and personal digital devices are not to be used to harass others in the form of taking photos, videos or sending communications relating to members of the school community. Any evidence that the phone has been used for bullying or harassment purposes will be seen to be infringing the school's Bullying and/or Student Wellbeing Policies and therefore will be treated as a serious offence.

SOCIAL NETWORKING

A social network service focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are web-based and provide a variety of ways for users to interact, such as email and instant messaging. Social Networking sites such as Facebook, Instagram, Snapchat and Twitter are examples of these.

Whilst social networking provides a way for people to connect, it also provides an opportunity for Cyberbullying, harassment and threatening behaviour. Unfortunately, incidents that occur at school often have their origins in the inappropriate use of social networking sites. Parental supervision is the best protection against students being the victim of cyberbullying – a high level of supervision also ensures your child is safe when online.

We ask for your support in monitoring the use of these sites as we are seeing that an increasing number of issues in schools are related to their use. Heatherwood Staff will not be able to deal with issues arising through the inappropriate use of Social Media outside of school hours. Families experiencing frequent problems should keep evidence of the activity and report this to Victoria Police.

MEDICATIONS

Administration of Medications at School

If your son/daughter is receiving medication for conditions such as Epilepsy, Diabetes or to assist with student learning, it is essential that the school be notified - even if no medication is required during school time.

Where medication (even cough mixture) is needed during school hours, please notify the office staff. Medications (**clearly named in the original packaging**) must be handed to the office staff with clear instructions regarding timing and dosage. This can then be administered by the office staff to your child during the day. No medication can be given without prior written notification.

It is a requirement of The Department of Education & Training (DET) that every student who has a medical condition or illness has an individual written management plan attached to their student records. This management plan should be provided by the student's parents and doctor and should contain details of:

- The usual medical treatment needed by the student at school or on school activities.
- The medical treatment and action needed if the student's condition deteriorates.
- The name, address and telephone numbers for an emergency contact and the students' doctor.

Infectious Diseases and Conditions

In the interests of the students and staff health and wellbeing, if a student becomes unwell at school you will be contacted and asked to pick them up. If a student appears unwell in the morning, please **do not** send them to school.

As per Health guidelines any student showing Covid symptoms will be isolated.

Infections spread quickly in schools. Again, to minimise risk please ensure students who are unwell remain at home. Some infections mean students must not come to school.

COVID 19 – Heatherwood School follows all Department of Education & Training (DET) guidelines relating to Department of Health advice. Your co-operation is required in keeping students who are unwell home.

School Exclusion Table (Infectious Diseases and Conditions)

Please note that Infections spread quickly in schools. To minimise risk please ensure students who are unwell remain at home. Some infections mean students must not come to school.

See **Appendix 1** for the School Exclusion table. When referring to the School Exclusion table, please note the following:

- “Patient” refers to the carrier of the disease or condition.
- “Contact” means child of school age - living in the same house as the patient.
- A patient or contact **will be prevented from attending school** unless the conditions (where applicable) are complied with.

EMERGENCY INFORMATION

You are asked to complete a Confidential Student Information Form. Please ensure all details are completed accurately. This is of particular importance if we must contact you should your son/daughter require medical attention. The school must be notified immediately of any changes of address, telephone number or emergency contacts. It is **essential** that information is always current.

It is vital that the details of at least one emergency contact is provided to the school to ensure the safety for the student.

You will also need to complete a Transport Information Form so that we have accurate details of how your son/daughter travels to and from school.

TRANSPORT

The Shuttle Bus

Where students are not ready to use public transport, the Department of Education & Training (DET) provides a limited service, which basically covers the area east of the school. Whilst Crown/Quinces aim to arrange pick up/drop off points close to your home, this is not always possible. Only students who are eligible for the Program for Students with Disabilities (PSD) funding, and who reside within Heatherwood School’s transport zone, are able to access this service.

If your son/daughter is going to be absent, please phone the bus company involved so that the bus does not wait at his/her stop. Their numbers are:

QUINCES	8506 2700
CROWN	9845 1455

Independent Travel

Where possible, please try to build your child's confidence travelling on public transport. If at any time during the year you feel your son/daughter is capable of travelling independently to or from school, please fill in the form available from the office. Also let the class teacher know the details so that they are aware for safety reasons.

Travel skills are taught incidentally. It is important to remember however, that this does not replace a formalised Travel Training program. Formalised Travel Training may be conducted through the DHHS/NDIS and is an arrangement made by families.

Public Transport

Many students attending Heatherwood School use the public transport system to get to and from school. Students who are eligible for the Program for Students with Disabilities (PSD) funding, and who reside within Heatherwood School's transport zone are entitled to a student pass, which means that they can travel on all public transport at no cost. The only cost to you is the cost of the Concession Card. New students will need to purchase tickets for the first few weeks until the passes are available.

Please check the Public Transport Victoria website (<https://www.ptv.vic.gov.au>) to assist with journey planning.

Private Transport

Families and carers picking up or dropping off their child can do so at the double gates at the top of the DISC carpark. Students entering or exiting the school will have their name marked off on a roll. Students will be permitted to leave the school grounds only when a family member or carer informs the duty staff of their arrival.

A parent/legal guardian must provide written permission to the school of any person (including name/contact details) other than themselves that is going to pick up their child. In this circumstance, the nominated person will be required to provide photo ID upon arrival. If there is any doubt or discrepancy, the student will not be released to the person and the parent/legal guardian will be called for clarification.

Students must be dropped off at school **after** 8:45am and picked up **before** 3:00pm

Late Arrivals, Early Departures and Changes to transport arrangements

If your child is late to school, please ensure that they are taken to the office and signed in. Similarly, if your child is leaving school early, please ensure that they are signed out at the office. This ensures that the school staff are able to meet a duty of care.

If there are any changes to your child's travel arrangements, either temporary or permanent, please inform the office staff. Legally, we are unable to accept a child's request as this must come from a parent or legal guardian. **If we are not notified of changes to travel arrangements from a parent or legal guardian, your child will be sent home via their normal mode of travel.**

School Buses

The school owns several vehicles that are used extensively on camps, excursions, sporting activities and work experience. The cost of running these vehicles is included in the annual school fee and reduces the cost of excursions and camps, as we rarely have to hire commercial buses.

SUMMARY OF COSTS

The school receives a per capita Grant from the State government for all school operating costs including the provision of basic learning materials, minor equipment and tools, some expendable items and photocopying. Costs for most of the supplies/facilities/services provided to students need to be met by parents.

They are as follows:

Stationery

Stationery requirements will be sent home separately. Parents are responsible for the purchase of these stationery requirements.

Padlocks

All parents are expected to purchase a padlock for their child's locker. A spare key/combination code is to be given to the class teacher at the beginning of the year.

Excursion and Camp Fees

These fees are to be paid before the time of the excursion or camp.

Heatherwood School's Voluntary Curriculum Contributions

School Council has set a standard levy for all students of \$240.00 per year. Payment can be made by cash, cheque, credit card or EFTPOS, direct deposit into school bank account (BSB 063 146 Account Number 1007 4922) or arrangement through Centrelink using Centrepay. Heatherwood School's Voluntary Contributions are fully tax deductible.

Food Technology (Years 7 – 10) is \$30 per term. (Fully tax deductible)

The school relies on these funds to bulk purchase a large percentage of the materials, equipment and services provided to students. This amount is far less than that asked by most secondary schools.

Extracurricular Items & Activities

A small number of subjects have a much higher use of materials or include a number of excursions. User pay costs may vary per term. (No tax deduction available for these)

School Uniform

All students are required to wear uniform as stipulated by school council. Uniforms can be purchased from the school, generally the prices are at or below other uniform retail outlets. A limited number of second-hand items are also available. A current list of items and prices can be obtained from the office or from within the enrolment pack.

The wearing of the formal school uniform is compulsory. This is available through the School Office or items meeting Heatherwood School's uniform requirements can be purchased externally. Thongs are not allowed due to the risk of injury. Jewellery should be kept to a minimum. Nose, lip rings and studs and other such body piercings are not acceptable.

School Year Book

The school produces an annual Year Book. This can be paid for at any time but preferably at the start of the year to ensure enough copies are ordered. The cost of the Year Book is \$25. (Year books are distributed mid-December each year). Please note that families/carers must sign a Photography, Filming and Recording Students Consent Form upon enrolment for their child's photo and name to appear in the Year Book. (No tax deduction available for this)

ALLOWANCES

Disability Allowance

The Disability Allowance may be payable to parents or guardians having custody or care and control of a student under the age of sixteen (16) years. Further information can be obtained from a Disability Officer at Centrelink, about this allowance and the following:

Disability Support Pension (DSP)

This payment is for individuals with a disability over the age of 16. Families and carers are **strongly encouraged** to apply for the DSP through Centrelink as soon as your child turns 16 (in Year 10).

Pensioner Education Supplement

(This was known in the past as Austudy)

Camps, Sports and Excursions Fund (CSEF)

The Camps, Sports and Excursions Fund (CSEF) is designed to assist eligible families to cover the costs of school excursions, camps and sporting activities. Please contact the office for more information.

PARENT INVOLVEMENT

Heatherwood greatly values the partnership it has with all members of the school community. Parent's involvement is very important to the school, as it strengthens the link between the school and its community and the support gained from a strong relationship between the school and parent's/carers ensures everyone is working together to achieve the best outcome for the student. Parents can be involved in the school in a number of ways, including regular communication (including giving feedback), attending meetings including SSGs and special events or being a member of the School Council.

Student Support Groups

In the interest of your son/daughter it is important that a good, cooperative working relationship is developed between parents and the school. The establishment of a Student Support Group (SSG) formalises this partnership in the educational planning process.

A Student Support Group (SSG) meeting is held early in Term 1 to establish goals for your student for the year. During Term 3 another meeting is held to review programming and progress. A parent/staff member can also request an interview at any time. Written reports are sent home towards the end of Term 2 and Term 4.

Special Events

From time to time, in relation to special programs being run at the school, parents are invited to participate in discussion and activity groups during school hours and/or evenings.

School Diary

Diaries are provided to allow for two-way communication between home and school for students. We strongly encourage the effective use of the school diary.

School Council

The School Council provides a vital link between parents, teachers and the community. All members, except the Principal, are elected by a combined vote of the staff and parents, usually for two years. Other members may be co-opted from the community as required. A list of School Council members is available from the office. Meetings are held at least eight times a year. Elections are held during Term One.

The School Council works within guidelines set by the Department of Education & Training (DET) and represents the school community. The role of the Council includes: determining school policy, approving and monitoring school funds, overseeing maintenance of grounds and buildings and supporting and stimulating interest in the school.

GENERAL INFORMATION

Laptop Computers

The students in the Junior School are all provided with access to laptops for use in classrooms throughout the course of the year. You and your son/daughter will have to sign paperwork with regard to correct usage and safety issues when using these items. Students remain responsible for the care of their technology and neglect or purposeful damage may result in a request to the family to pay for the repair or replacement of the item. Laptop computers are provided for use in classrooms for Middle and Senior School. The School also has two fully equipped ICT and computer pod rooms for student access in program times.

This is a great opportunity for our students to achieve success and develop their technological skills.

Personal and Medical Information

Please ensure that all personal (emergency contacts, address etc.) and medical information is up to date and that it is updated if details change. This is critical for the well-being of your son or daughter. This can be done through the office.

Absence Procedures and late arrival/early departure

If a student is going to be absent, please inform the school office immediately or enter the absence into Sentral. This is to ensure that a student has not become lost on the public transport system or has missed the contract bus service. If it is outside office hours the school has an answering machine that a brief message may be left on 9842-8319. If the school is not informed of an absence, families will be notified via SMS that the student is absent without approval.

When a student is absent, an explanatory note is required. In the case of prolonged or infectious illness, please telephone the school office on 9842- 8319.

Regular attendance is most desirable but remember that home is the best place for a sick student. Infections spread rapidly through school communities.

Heatherwood School is committed to ensuring the safety and well-being of our students. It is for this reason that we require students who arrive at school late or leave school early to sign the late arrival/early departure book. This is located in the office.

Information Nights and Meet the Teacher Night

An Information and Meet the Teacher Night is conducted at the beginning of each year. We strongly urge all families and carers to attend these nights so that you can meet the teachers and hear information about the programs and activities that are delivered at Heatherwood School.

Section and Information nights regarding programs for the following year are held towards the end of each year.

Student Lunches

Lunches are available 4 days a week (Mon – Thurs) from the school Trade Kitchen that is operated by our staff and a group of students. A wide variety of healthy food is available including salad sandwiches, homemade soup, etc. - at prices below those at regular shops. Heatherwood School is an accredited healthy food canteen.

Lost Property

Lost property is kept in the lost property basket located in the sick bay. Every effort is made to find the owner. Articles not claimed by the end of the year are forwarded to a welfare organisation.

Parents, please **label every garment clearly** with the student's full name.

Personal Items

The school does not hold insurance cover for personal property brought to school and it has no capacity to pay for any loss or damage to such property. The school will not be responsible for any personal items brought to school. It is recommended that items such as electronic toys & games etc. are kept at home.

Clothing/Personal Grooming

It is expected that students will come to school well-groomed and with a good concept of personal hygiene. The school has a uniform that is compulsory and can be ordered and purchased through the office. Thongs/Crocs are not allowed due to the risk of injury. Jewellery should be kept to a minimum. Nose, lip rings and other such body piercings are not acceptable. As senior students serve as role models for younger students both on site and off site, tattoos should not be displayed at any time.

The dangers of exposure to the sun are well documented with Australia having the highest skin cancer rate in the world. Heatherwood School is a "Sunsmart School" and as such, it is expected that students bring a hat to school during the summer period. Bucket/wide brimmed sun hats are recommended, but any suitable hat is acceptable.

It is also expected that parents will apply and/or supply sunscreen to/for their son/daughter to ensure adequate protection during the school day. If your son/daughter is allergic to any brand of sunscreen it must be noted in their emergency information.

Personal Accident Insurance or Ambulance Cover

The Department of Education & Training (DET) does not provide personal accident insurance or ambulance cover for students. Parents/guardians of students who do not have student accident insurance are responsible for paying the cost of medical treatment for injured students, including the cost of ambulance attendance/transport and any other transport costs.

APPENDIX 1 – EXCLUSION TABLE (DISEASE AND CONDITIONS)

Minimum period of exclusion from schools and children's services¹ for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

Schedule 7

Column 1 Number	Column 2 Conditions	Column 3 Exclusion of cases	Column 4 Exclusion of Contacts
1	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
2	Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
3	Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
4	Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
5	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
6	Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
7	Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
8	Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
9	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
10	Hepatitis B	Exclusion is not necessary	Not excluded
11	Hepatitis C	Exclusion is not necessary	Not excluded
12	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
13	Human immuno-deficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
14	Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
15	Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
16	Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
17	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
18	Meningitis (bacterial —other than meningococcal meningitis)	Exclude until well	Not excluded
19	Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
20	Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
21	Molluscum contagiosum	Exclusion is not necessary	Not excluded
22	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
23	Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
24	Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
25	Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
26	Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
27	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
28	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
29	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
30	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

Regulation 111

A person in charge of a school, education and care service premises or children's services centre must not allow a child to attend the school, education and care service premises or children's services centre for the period or in the circumstances:

* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), Campylobacter spp., Salmonella spp., Shigella spp. and intestinal worms, but is not limited to infection with these pathogens.

Further information

Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion

¹ Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.