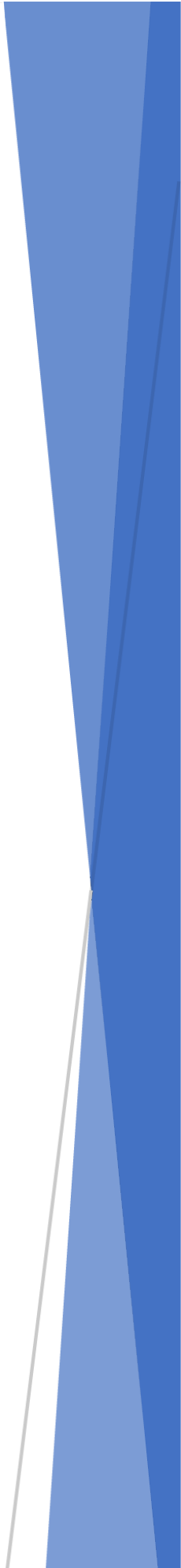




Bundaberg West State School

Parent information booklet



Bundaberg West State School Uniform Policy

The Parents and Citizens Association of Bundaberg West State School developed the uniform policy for our school to *establish and maintain a high and consistent standard of dress*. Parents are required to ensure all students enrolled at Bundaberg West State School wear the approved items of. The compulsory items were selected for their quality fabrics that resist fading and pilling, and for their affordability. Students selected the design of the shirt and parents influenced the short/skort colour. The reversible hat was chosen to reduce the overall cost to parents as a sports shirt is no longer part of the uniform. Students are expected to wear enclosed black shoes and white socks.

Uniforms are available from [Shawline Embroidery Bundaberg](#). Hats are available from [admin](#).



Compulsory items:

- ✓ Uni-sex (boys and girls) embroidered short
- ✓ Girls embroidered skort
- ✓ Subliminated school polo shirt
- ✓ Reversible school/sporting house bucket hat

Cooler weather uniform:

- ✓ a black jumper or jacket
- ✓ black tracksuit or long pants

Please ensure there are no additional colours.

Footwear and headwear:

- ✓ Black enclosed shoes (jogger or canvas) – Velcro is great for younger students.
- ✓ White socks
- ✓ Coloured bows/ribbons may be worn in hair, school colours are preferred.
- ✓ Black religious head coverings may be worn.
- ✓ Sleepers or studs in ears, and a watch can be worn.

Note: Temporary or permanent hair colours, fingernail polish and other jewellery does not adhere to the dress code.

Enforcement of the uniform policy:

Parents seeking exemptions or modifications due to personal circumstances, e.g. injury, religious beliefs, financial difficulties, may do so in writing and by appointment with the principal.

Parent responsibility:

- ✓ Commit to supporting the dress code as part of the enrolment agreement.
- ✓ Support the student to adhere to the dress code.
- ✓ Request short or long term modifications or exemptions to the dress code in writing, providing reasons for request.
- ✓ Work with the school to resolve issues regarding student compliance with the school's dress code.
- ✓ Engage in consultation processes about the dress code.

Daily School Routines

*Children *should not arrive at school before 8:00am* for safety reasons.

*On arrival, *all students* sit quietly in the **SCA** (Senior Covered Area) where they are **supervised** until the first bell at 8:30am.

Roll marking occurs between 8:45am – 9:00am*. Students **arriving after 9:00am should obtain a **late slip** from the office before moving to their classroom.

*The daily timetable is organised as follows.

8:00 - 8:30	Arrive at school & sit in the Senior Covered Area	<p><i>Students are not permitted on the playground equipment before or after school for safety reasons.</i></p> <p><i>Bicycles and scooters are to be secured using a chain in the bike racks cage near the Adams Street gate. Riders must walk bikes and scooters whilst on the school grounds. Helmets are essential.</i></p> <p><i>Early departures are facilitated through the office as students must be signed out by a parent or guardian.</i></p> <p><i>Phone calls to classrooms with last minute instructions disrupt vital routines and learning and are limited to emergencies only.</i></p>
8:45 - 9:00	Roll Marking	
9:00 – 11:00	First Session	
11:00 – 11:25	First Break – playing time	
11:25 – 11:40	First Break – eating time	
11:40 – 1:00	Second Session	
1:00 – 1:30	Second Break – playing time	
1:30 – 1:45	Second Break – eating time	
1:45 – 3:00	Third Session	
3:00	<p>Students will be expected to leave the school grounds at this time unless waiting to be collected.</p> <p>Children waiting should remain inside the nominated gate (and not on the footpath).</p>	

Friendly Reminders

Smoking and vaping is not permitted within five metres of any school fence line, even in a parked car.	Attendance at school every day is compulsory. Parents must notify the school and <i>provide a reason</i> for a student's absence. Our absence line is 4132 8366 .	Emergency contacts should be reviewed regularly and kept up to date .
Adults and children are expected to use the George Street pedestrian crossing before and after school.	Student mobile phones are stored in the office on arrival and collected on departure at 3:00pm.	Headlice appear in schools from time to time. Please check your child's hair regularly and treat when located. An SMS will be sent home to all parents if observed at school.
No toys or personal equipment should be brought to school.	Health Care Plans and Medication Routines are required to be up to date.	Referral forms to access other services, including the guidance officer , are available at the office.

Managing Incidents in the Playground

<p>Please remind students to report any issues in the playground to the staff on duty should an incident happen so it can be resolved promptly. Frequently, students are reporting issues to their parents but the students have not reported it to anyone at school.</p>	<p>Staff on duty wear bright fluorescent vests or hats to be easily seen and carry a clipboard to record all reported issues in the playground, how they were dealt with and for future monitoring.</p>	<p>Parents are requested to please speak with the classroom teacher FIRST if any concerns regarding issues they may arise as they may often have more information to a story and are best placed to follow up. Teachers can be contacted via their work email or leave a message at the office.</p>
<p>The student Code of Conduct is available on request at the office and outlines the school's behaviour support strategies.</p>	<p>Consequences for minor playground behaviours may include:</p> <ul style="list-style-type: none"> *conversation about the rules *walking with duty teacher *community service (litter duty) *sitting out for 5 or 10 minutes *detention 	<p>How to handle verbal insults – do the 5!</p> <ol style="list-style-type: none"> 1. Ignore 2. Walk away 3. Tell them to STOP 4. Tell a teacher 5. Tell your class teacher <p>Be a buddy not a bully.</p>
<p>Sports equipment is provided for lunch time activities.</p> <p>Please do not send balls or toys to school from home as these generally go missing and result in disagreements.</p>	<p>Our Sun Safe Policy requires students to wear a wide brim hat when out in the sun - no hat no play.</p> <p>Please label hats well to ensure they can be returned to an owner if misplaced.</p>	<p>The school will call the ambulance if the situation is deemed URGENT as we have a duty of care to all children.</p> <p>It is important phone numbers for emergency use are kept up to date.</p>

Parent Teacher Relationships

Parents are encouraged to develop a line of communication with their child's teacher.

Teachers have work emails which parents may use to facilitate effective communication lines, or a request for a phone call or meeting through the office. Please remember, teachers are on class during the day and may take up to 48 hours to respond.

Parents and Citizens Association (P&C)

The P&C is usually a group of parents who support local decision making and fundraising for the benefit of all students who attend Bundaberg West State School.

P&C help to schedule events across the year to support manageable parent outlay of money.

Parent volunteers are required to support fundraising events.

Pop-Up Tuckshop Days may occur up to three times a term depending on what other fundraising events are scheduled.

Other fundraising events:

- Sports day raffle/BBQ
- Local election BBQ
- School photos
- Cookie dough/lamingtons/pies/drives
- Colour runs
- Mothers' and fathers' day stalls and raffles
- Easter and Christmas raffles
- Christmas concert – major event



Are you on track for success in the playground?

Behaviour Expectation Lessons for parade and fortnightly classroom review.

<p>Be Thoughtful</p> <p>*Stop, think and make a good choice to be safe and respectful. *Consider how your actions affect others and what the consequences may be.</p>	<p>Be Respectful</p> <p>*Use equipment and places safely, respectfully and for the intended purpose. *Move safely and respectfully around the school.</p>	<p>Be Accountable</p> <p>*Maintain good hygiene to look after your health and others. *Follow agreed rules in games and play in the right area.</p>	<p>Be Cooperative</p> <p>*Be a leader and model great choices. *Take equal turns in games or on equipment to be fair.</p>	<p>Be Kind</p> <p>*Be confident to speak up and do the five. *Invite others to join your games and make them feel welcome.</p>
<p>Sometimes children are not as nice as they should be. They might use unkind words and say things that are mean or hurt your feelings. Sometimes we might be tempted to say mean words back this is the time to stop, think and make a good choice to be respectful.</p> <p>Being thoughtful means, you are thinking about how your actions might affect another person. Mean words can make a person feel sad or mad, and sometimes your friends might start to say, "I don't want to be your friend because you are mean to me." Then, as a consequence, you might be the person in the playground with no one to play with and you will be sad.</p> <p>Remember to be thoughtful - It is never ok to say mean or hurtful words. Stop, think and make a good choice to be respectful, and you will be <u>on track</u> for success in the playground.</p>	<p>Before school and during eating times in the JCA, westies are being responsible when they sit on the chairs quietly and chat to their friends.</p> <p>Westies are also being responsible when use the playground equipment safely. It is important not to jump from high places like the platforms and spider frame, or to walk under the flying fox when someone is going across. We make sure the sand stays in the sandpit and we never ever throw sand -that could get into someone's eyes and that's not good.</p> <p>Responsible westies also know to walk on create and run on grass.</p> <p>Remember to be responsible – use equipment properly and move safely around the school, and you will be <u>on track</u> for success in the playground.</p>	<p>As a westie you need to be accountable and play your part in keeping everyone safe at school and that means two important things.</p> <p>The first is making sure you wash your hands, especially after going to the toilet and being outside playing. The nasty COVID virus and the flu virus can spread really easily if we are not washing our hands. The second is always following the agreed rules of a game and play in the right area. Rules keep us safe. When you don't follow the rules, someone could get hurt. When you don't play in the right area, you could get hurt. You need to be accountable and play your part.</p> <p>Remember to be accountable – wash your hands, follow the rules and play in the right area, and you will be <u>on track</u> for success in the playground.</p>	<p>As a westie making great choices will make your teachers and parents very proud of you. When you are being cooperative and taking turns, everyone smiles and enjoys playing.</p> <p>Other children will want to play with you when you play fairly and take your turn. Teachers will choose you to be a leader when you are cooperative and model great choices.</p> <p>Remember to be cooperative – be a leader, make good choices and take turns to be fair, and you will be <u>on track</u> for success in the playground.</p>	<p>As a westie you need to be kind in the playground. Being kind helps you to get along with others and have fun.</p> <p>To be kind in the playground, be confident to speak up and do the five when some is being mean.</p> <ol style="list-style-type: none"> 1. Ignore them 2. Walk away 3. Tell them to stop and walk away. 4. Tell the teacher on duty. 5. Tell your classroom teacher. <p>Be kind and invite others to join your game and make them feel welcome.</p> <p>Remember to be kind – speak up and do the five, invite others to join in and make them feel welcome, and you will be <u>on track</u> for success in the playground.</p>

Zones of Regulation

The Zones of Regulation can help with explicit teaching and understanding of the **5 blockers to success**; **feeling very down**, **feeling very worried**, **procrastination**, **not paying attention-disturbing others**, **feeling very angry-misbehaving** that are influenced by emotions, sensory processing and executive functioning. Creating this type of system to categorize the complex feelings and states students experience, **improves their ability to recognize and communicate how they are feeling in a safe, non-judgemental way.**

- ▶ The Zones **uses four colours** to help students **visually and verbally self-identify how they are functioning** in the moment given their emotions and states of alertness.
- ▶ Lessons are designed to help students understand their **different internal emotions, sensory needs, and thinking patterns** that result in each student shifting from one zone to another.

- Students explore a variety of tools (**sensory supports, calming techniques, and thinking strategies**) that they can use to regulate what zone they are in and are taught when, why and how to use their tools.

Sensory Processing	Executive Functioning	Emotional Regulation
Knowing how to organise and integrate information so you can respond in a purposeful way e.g. fire bell. Also knowing how to modulate sensory input e.g. turning off the radio in the car. Our ability to self-regulate depends largely upon how well our brain organizes the information our sensory system provides.	A term that describes the cognitive processes involved in the conscious control of thoughts and actions. These include: attention shifting, working memory, self-talk, flexible thinking, planning and impulse control.	The ability to control emotions.



The ZONES of Regulation®			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

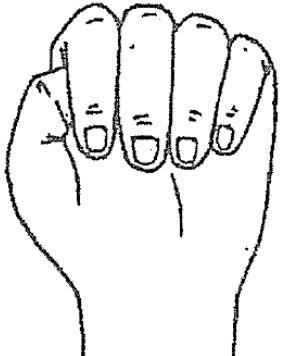


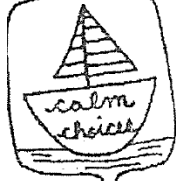


The Blue Zone	The Green Zone	The Yellow Zone	The Red Zone
Rest and Recharge	Good to Go	Caution - warning	Stop and Regain Control
Is used to describe low states of alertness, such as when one feels sad, tired, sick or bored. This is when one's body and/or brain is moving slowly or sluggishly.	Is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.	Is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.	Is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.
Blue Zone MOVING SLOWLY Sick SAD Tired Bored	Green Zone Ready to Learn Happy Calm FOCUSED Feeling Okay	Yellow Zone Loss of some control Frustrated Silly Excited WORRIED	RED ZONE Out of Control Yelling Hands On MAD/ANGRY Refusing to Work

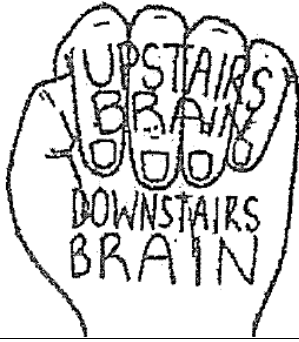
Trauma Informed Practice

Students who have or are experiencing trauma respond differently and often present with challenging behaviours. Understanding trauma responses and what can escalate and de-escalate responses is a proactive supportive strategy used at Bundaberg West State School.

Brain functioning	Internal State	Trauma Response	Cognition (thinking)	What can escalate child	What can de-escalate child
Neocortex	Calm	Resting	Abstract	Intrusive talking, noise, distraction, annoyance, poking, trauma triggers	Presence, quiet, invited talking
Cortex	Vigilance	Vigilance	Concrete	Ultimatums and complex directives, Frustration, anxiety, talking from a distance, loud voice	Quiet voice, eye contact, confident, containing voice, clear simple directions
Limbic	Alarm	Freeze	Emotional	Raised voice or hand, tone of voice, threats, chaos and noise	Invited touch, quiet, melodic words, music, singing, humming
Midbrain	Fear	Flight	Reactive	Increased or continued frustration, yelling, sense of fear, chaos	Presence, quiet, confidence, disengage to safe distance
Brainstem	Terror	Fight	Reflexive	Screaming, grabbing, shaking, inappropriate physical restraint	Withdrawal from triggering environment, appropriate physical contact to contain and soothe, time

Teaching students about their downstairs brain and upstairs brain can provide a language for helping students to understand their responses and take steps to de-escalate. A student is likely to continue to escalate if carer's arousal escalates. A carer must remain calm, restful and capable of abstract thought. Here is a model conversation for use with students.

	<p>Make a fist with your hand. This is what we call a hand model of your brain. Remember how you have a left side and a right side to your brain? Well, you also have an upstairs and a downstairs part of your brain.</p>
	<p>The upstairs brain is where you make good decisions and do the right thing, even when you are feeling really upset.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="957 1568 1197 1747">  </div> <div data-bbox="1260 1568 1436 1747">  </div> </div>
	<p>Now lift your fingers a bit. See where your thumb is? That's part of your downstairs brain, and it's where your really big feelings come from. It lets you care about other people and feel love. It also lets you feel upset, like when you are mad  or frustrated.</p>



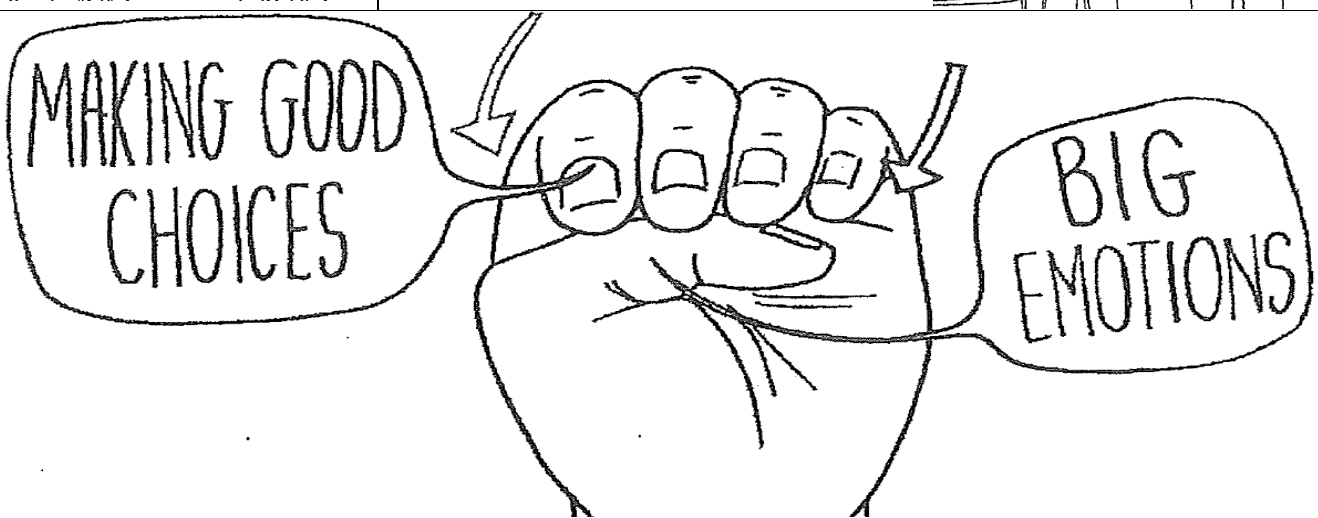
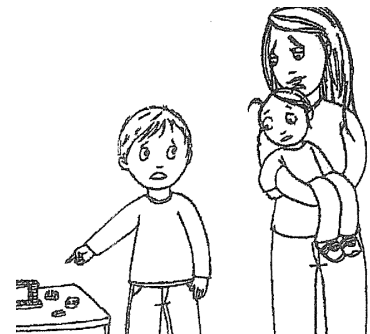
There's nothing wrong with feeling upset. That's normal, especially when your upstairs brain helps you to calm down.
 For example, close your fingers again.
 See how the upstairs thinking part of your brain is touching your thumb so it can help your downstairs brain express your feelings calmly.



Sometimes when we get really upset, we can flip our lid.
 Raise your fingers like this. See how your upstairs brain is no longer touching your downstairs brain?
 That means it can't help it stay calm.



This is what happened to Jeffrey when his sister destroyed his Lego tower. He flipped his lid and wanted to scream at her.
 But Jeffrey's parents had taught him about flipping his lid, and how his upstairs brain could hug his downstairs brain and help him calm down.
 He was still angry, but instead of shouting at his sister, he was able to tell her he was angry and ask his parents to take her out of his room.



So the next time you feel yourself starting to flip your lid, make a brain model with your hand (remember it is a brain model – not an angry fist).
 Put your fingers straight up, then slowly lower them so they're hugging your thumb.
 This will be your reminder to use your upstairs brain to help you calm those big feelings from the downstairs brain.

Supporting Student Anxiety

All students feel anxious at times but sometimes some students suffer from anxieties severe enough to interfere with the daily activities of childhood. The following background information on anxiety may assist in understanding observed behaviours.

Anxious students may lose friends and be left out of social activities. They often experience academic failure and low self-esteem. Because many students with this disorder are quiet and compliant, the signs are often missed. Signs of anxiety may present differently in children and can include:

- Excessive and persistent worry
- Restlessness and irritability
- Crying or losing temper easily or frequently
- Avoidance and procrastination
- Disruption to sleep and eating patterns
- Decline in academic performance
- Truancy and school refusal
- Withdrawal from social, class or school activities
- Tiredness and fatigue

Generalised Anxiety Disorder – Children with GAD have recurring fears and worries they find difficult to control. They worry about almost everything. Students usually are eager to please others and may be “perfectionists”, dissatisfied with their own less-than-perfect performance.

Separation Anxiety Disorder – Children with SAD have intense anxiety about being away from caregivers or home. They may worry excessively about their parents when apart. Stomach-aches and headaches are common.

Obsessive Compulsive Disorder – Children with OCD have frequent and uncontrollable thoughts (called obsessions) and may perform routines or rituals (called compulsions) in an attempt to eliminate the thoughts. Those that have OCD often repeat behaviours to avoid some imagined consequence.

Post-Traumatic Stress Disorder – refers to an on-going reaction to trauma which may have occurred in an isolated event or through on-going events. Children with PTSD may experience intense fear, helplessness or horror, agitation or disorganisation, inability to complete age-appropriate tasks, flashbacks, avoidance of trauma related experiences, hyper-attentiveness or decreased attention-focusing.

Educational Implications

Because students with anxiety disorders are easily frustrated, they may have difficulty completing their work. They may worry so much about getting it right they take much longer to finish than other students. Or they simply refuse to begin out of fear they won't be able to do things properly. Their fears of being embarrassed, humiliated, or failing may result in school avoidance. Getting behind in their work due to numerous absences often creates a cycle of fear of failure, increased anxiety, and avoidance, which leads to more absences. Younger students are not likely to identify anxious feelings. Possible adjustments may include:

- Pre-arranged breaks
- Exit plans- (chill out card) permitting students to leave the classroom if anxiety becomes unmanageable (pre-arranged safe place)
- Clear behaviour management plans
- Identifying changes to routine well in advance
- Recognising small achievements using positive reinforcement, communication strategies and feedback
- Extended time for tests and exams and use of memory aids or alternative assessment procedures
- Access to external agency support or guidance officer, conducting an FBA
- Identifying high risk activities and times and developing strategies accordingly, e.g. transition
- Scaffolding, setting limits of work, providing structured time-out, assigning buddies
- Programs with strategies tailored to manage anxiety e.g. FRIENDS

Functions of Behaviour

Avoidance	Avoid entering a difficult situation. Avoid demand, task or loud noise	"I know this situation is going to be difficult." "I know I am not going to start it."
Escape	Remove self from a situation. Escape a demand, task or loud noise.	"I'm finding the interaction difficult so I will use the only skills I have to exit."
Attention	Gain access to other's attention.	"I want you to talk to me."
Sensory Reinforcement	Increase or decrease sensory stimulation. Sensory overload or conflict or disorganisation (tactile, vibration, intense smell, lights flickering) "This changes the way I am experiencing the environment."	
Changing own internal state	Increase the feeling of control by feeling less anxious about a situation. Manage negative emotions: anger at being touched, anxiety and loud noise, anger at criticism	
Changing Others' Behaviour	"I want you to interact with me differently so I am less anxious."	
Access to preferred activity	"I want to do this because I like it better."	
Access to tangible items	"I want access to something and this is the only way I know how to get it."	

Proactive and Reactive Strategies

Proactive Strategies (to prevent problems)		Reactive Strategies (in response to problems)
Organise and Structure	Teach New Skills	
<p><u>Space</u> Clarified visually Free of overwhelming sensory elements Materials clearly labelled and located Uncluttered and safe</p> <p><u>Activities</u> Organised as routine Meaningful Varied/balance Clarified visually At an appropriate level to prevent boredom or failure</p> <p><u>Time</u> Schedule balanced Flexible Clarified visually</p> <p><u>Sensory Conditions</u> Noise/light/crowding Movement/temperature</p> <p><u>Information/Expectations</u> Complete and visually clear</p> <p><u>Support System</u> Interpreters/s always available Mentors and friends to model Visual calendars and work systems available and used</p> <p><u>Success/Failure Rate</u> High success rate</p> <p><u>Changes and New experiences</u> Systematic preparation Clarified visually Adequate support</p>	<ul style="list-style-type: none"> • Communication skills • Social skills • Relaxation skills • Self-management skills/ self-monitoring skills • Functional routines and skills • Skills to manage change • Skills to accept new situations • Skills to use visual references • Instructional strategies <ul style="list-style-type: none"> -Cues, -prompts, -correction procedures, and -reinforcement based on learning style 	<p><u>Predict and prevent problems</u> -identify behavioural signs of problems -Interpret cause and acknowledge need -Provide assistance to prevent or resolve problems quickly</p> <p><u>Manage crises with safe, supportive, and non-aversive strategies</u></p> <ul style="list-style-type: none"> • Model calm, quiet, reassuring behaviour • Give space, stay an arm's length away • Minimise talking and auditory stimulation • Reduce demands • Calmly, clearly, simply, tell learner what to do • Support any sign of relaxation and control • Avoid demands for eye contact or explanations <p><u>Avoid restraint procedures:</u></p> <ul style="list-style-type: none"> • Unless there is imminent and critical danger to self or others • Unless trained in non-aversive procedures • Unless help is available.

