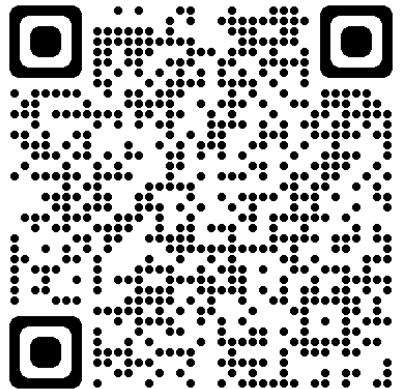




Ready,
Set,
REACH
for Prep!



ENROL NOW:





Acknowledgement of Country

We recognise the Creator of the land, waterways and sky, who gives us life, and we are grateful for the Good Spirit that dwells within this place. We acknowledge the First Nations and Traditional Custodians of these lands on which we REACH, while giving thanks to our Elders for their guidance and care. We appreciate being able to live and learn in this Murumba-bah (beautiful place).

Co-created by our 2024 WCSS First Nations Students and Jennifer Kent, Manamana Dreaming



Transition Statements



Purpose:

At the end of the year, your child's kindergarten teacher will create a transition statement that describes your child's learning and development. The transition statement includes information about:

- each of the five learning and development areas in the Queensland kindergarten learning guideline (QKLG)
- your child's strengths and interests
- suggestions for what you and the kindergarten teacher think is important for the school to know
- strategies for your child's successful transition to school.

Contributing:

You can contribute to your child's transition statement. Talk to the kindergarten teacher about your child's interests and what might help your child to settle into school.

Creating:

Kindergarten teachers will seek your written consent to create your child's transition statement in the secure QCAA Portal. If you prefer not to have your child's transition statement created in the Portal, your kindergarten teacher can download a template from the QCAA website.

Sharing with the school:

After you have read your child's transition statement, the kindergarten will ask for your informed consent to:

- share the transition statement with your child's identified school (Kindergarten teachers can nominate the school so it is sent direct to the school via the portal, rather than school staff searching via the child's name)
- contact, or respond to contact from, your child's Prep teacher and relevant school staff to discuss strategies for a successful transition to school.

If you prefer, you can take the transition statement to share with the school.

Transition statements provide school staff with valuable information to support your child to REACH from their very first day of Prep!



Transition Statements



Transition statements provide school staff with valuable information to support your child to **REACH** from their very first day of Prep!

Queensland kindergarten transition statement

Example: Oscar

Child details

Child's name:

Preferred name:

Date of birth:

Kindergarten program details

Kindergarten service name:

Program enrolment start date: May 2025

Number of days enrolled: 80

Number of full days absent: 4

Kindergarten teacher's name:

Service email:

Transition statement details

Date completed: 21/11/2025

Parent/carer consent: Consent has been provided for the kindergarten teacher, Prep teacher and/or school leaders with responsibility for transition to Prep to discuss the information in this transition statement.

Information provided: This statement summarises Oscar's learning on the [Queensland kindergarten learning guideline \(QKLG\)](#) continua of learning and development in the five learning and development areas. This is a point in time reflection of learning that has occurred over time, in a range of learning situations supported by the intentional teaching strategies of the kindergarten teacher.

Parent, carer and child perspectives

Our son Oscar loves reading stories; his favourite story at the moment is *A tiger came to tea*. He is very interested in animals — particularly dinosaurs and tigers. We found the relationships with key teachers and peers, the daily ritual of watering the garden and helping with classroom jobs have made going to kindergarten a fun and positive experience for Oscar. When we asked Oscar what he enjoys at kindy, he showed us images from his communication board of his peer buddy Jack and the reading nook and said, 'Happy'.

Oscar's strengths, interests and engagement in kindergarten

It has been wonderful to watch Oscar's confidence and enthusiasm for attending kindergarten grow. Working with his family and occupational therapist (OT) enabled us to create supportive learning environments. Building strength and stamina supported him physically to participate in learning. Creating quiet reading and art spaces supported Oscar when high physical and emotional activity had been tiring, allowing him to rest and restore energy levels. Planning for small group and peer buddy learning opportunities supported Oscar to socially connect and interact with familiar adults and peers.

Oscar's learning and development

Identity

Oscar demonstrates a sense of security and trust by accepting support from familiar people and showing interest in exploring new learning experiences. He acts with independence by showing a preference for revisiting the same learning experiences. Oscar shows perseverance by working toward goals with positive reinforcement. He expresses a confident sense of self-identity by beginning to share personal experiences and recognising effort and success when identified by others.

Suggestions to support continuity of Identity learning:

- Predictable morning rituals with a familiar adult help Oscar to comfortably settle into the kindergarten environment. Oscar's morning ritual is to put his bag away and water the garden.
- Simplifying experiences into smaller steps, both visually and verbally, builds Oscar's confidence and willingness to engage in experiences.
- Explicitly identifying goals Oscar achieves and describing how he has been successful support him to recognise his strengths and what he can continue to do to engage confidently in learning.

Connectedness

Oscar builds positive relationships by interacting with others, and following directions and cues to share and take turns. He is beginning to notice the feelings of others and carries out everyday responsibilities with guidance. Oscar shows respect for diversity by paying attention to adult-led interactions about stereotypes. He pays attention to Aboriginal and Torres Strait Islander ways of knowing and being. Oscar demonstrates respect for environments by following directions to notice things of interest in the natural environment and to care for the environment.

Suggestions to support continuity of Connectedness learning:

- Using puppets to model conversations or problem-solve in social interactions supports Oscar to see and copy appropriate strategies and language to engage with others.
- Maintaining the worm farm is a responsibility Oscar enthusiastically undertakes with a familiar peer who supports him to recall the steps to follow and equipment to use.

Wellbeing

Oscar displays increasing autonomy and resilience by recognising feelings. He copies strategies to regulate emotions and manage self through change. Oscar engages with ways to be healthy and safe by copying modelling to recognise and communicate personal needs. He attempts to recognise and communicate how he feels about people in his personal space. Oscar pays attention as others identify safe and unsafe risks. He shows physical wellbeing by beginning to develop whole-body gross motor skills and spatial awareness.

Suggestions to support continuity of Wellbeing learning:

- Oscar expresses his feelings using single words and a picture exchange communication system to describe what he needs, e.g. he may say, 'Tired' and show an image of resting or a quiet activity.
- Oscar's OT supported planning for regular exercises and seat support to build strength and stability in seated group learning. He loves games, e.g. animal walks and beanbag head balance races.
- Assisting with fine motor tasks (e.g. opening containers and packets, doing up buttons or zippers and putting shoes on) supports Oscar to manage his personal needs.

Active learning

Oscar demonstrates positive dispositions toward learning by expressing interest in engaging with familiar materials or experiences. He attempts to use these materials to express ideas or feelings. Oscar shows confidence and involvement in learning by engaging with familiar spaces, materials and play. He displays curiosity about what is happening around him and is beginning to share thoughts and ideas from play. Oscar pays attention to modelled thinking to respond to a problem. He engages with technologies for learning and communication by attempting to use familiar technologies.

Suggestions to support continuity of Active learning:

- Problem/solution cards support Oscar's verbal attempts to communicate a problem and what he needs, e.g. he says, 'Hungry' and shows the card *I am hungry/I will get my lunchbox*.
- Breaking down experiences into smaller steps, both visually and verbally, builds Oscar's confidence and willingness to engage in experiences.

Communicating

Oscar engages with and expands language by communicating using spoken/signed language/s and AAC. He shows his developing literacy capabilities by responding to others during interactions. Oscar engages with a range of texts and recognises images in texts. He experiments with writing implements and is beginning to make marks. Oscar demonstrates his developing numeracy capabilities by noticing simple patterns. He communicates his understanding of the language of shapes, positions and directions. Oscar uses number names that are personally familiar and attempts counting. He follows directions to recognise everyday problems and seek help to resolve them.

Suggestions to support continuity of Communicating learning:

- Oscar loves small group story times. Pausing after reading and encouraging him to make connections between language and images supports his growing vocabulary and comprehension skills.
- Slowing the pace of adult speech, repeating new words and simple phrases frequently, and modelling language to expand on words Oscar uses helped his language and vocabulary skills to develop.

This resource contains fictional material, including names (e.g. children, teachers, educators, organisations) and statements of learning and development. Any resemblance to real people or situations is purely coincidental.

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Attribution (include the link): © State of Queensland (QCAA) 2025 www.qcaa.qld.edu.au/copyright.



At Woogaroo Creek State School we **REACH** new heights, because we are: **Respectful, Empowered, Accepting, Collaborative and Honourable.**



School Times at WCSS



8:15am	Bell. Gates open
	Rocky's Routine: Morning Arrival
8:25am	Rocky's Routine: Zones Check In
	Morning Session: First 5/Connection Circle
8:40am	Morning Session: Learning begins
10:15am	First Break Play
10:50am	First Break Eating (Rocky's Routine)
11:00am	Middle Session: Connect to Breathing/Learning begins
12:45pm	Second Break Play
1:00pm	Second Break Eating (Rocky's Routine)
1:15pm	Afternoon Session: Connect to Breathing/Learning begins
2:15pm	Gates open
2:25pm	Rocky's Routine: End of Day
2:30pm	School ends



Rocky's Routine: Morning Arrival

- Walk straight to your classroom
- Water bottle on trolley, zip up bag, bag on back racks (Unpack, Zip and Rack)
- Go to the toilet
- Line up in Rocky's Rows



Rocky's Routine: Zones Check In

(Hat in bag before zipping it up)

- Teacher greets each student at the door and watches/listens to zones check in, encourages students to check in and follows up with students who identify as blue, yellow or red.



Rocky's Routine: End of Day

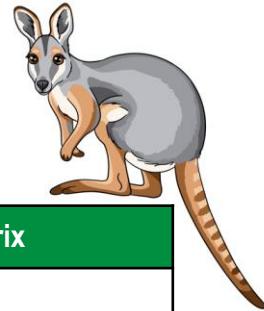
- Class ensures floor is clear of litter
- Areas of the room are neat, tidy and organised
- Chairs are stacked
- Bags are packed and zipped up ready for departure
- Teacher checks bag rack is empty

During both break times, students play before eating.





Play Time at WCSS



First Break Play: 10:15-10:45am
Second Break Play: 12:45-1:00pm

Rocky's Routine: Play Time

- Hats on heads
- Walking on hard surfaces
- Respectful interactions
- Safe hands and feet
- Pack Up tune

Rocky's Routine: Discovery Centre

- Enter respectfully: Hats off
- Inside voices
- Mark and return to spot (students take a marker from box, slot into shelf where book was, sit quietly and read book, return book, return marker to box)

***During play times students wear their school hat
with the black side facing out.***

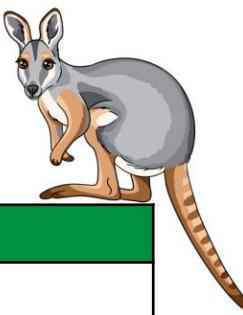


No hat = Play in an undercover area only

REACH Behaviour Expectations Teaching Matrix	
R	I wear my hat to play I stay away from out of bounds areas I play in my designated area I pack up and move when the Pack Up Tune song plays I use equipment safely and appropriately I keep hands and feet to myself I walk on hard surfaces I listen and follow adult instructions I ask for help calmly I use my strategies
E	I lead by example I try to be active I ask for help from peers or adults I have a go at new/unfamiliar areas, games or equipment
A	I ask and encourage others to join in I teach and encourage others to join in cultural games
C	I play with others I follow the rules of the games I encourage others to play a team game
H	I encourage others to be in the right place at the right time I play where I can see an adult on duty



Eating Time at WCSS



First Break Eating: 10:50-11:00am

Second Break Eating: 1:05-1:15pm

Pack Up Prompt Tune (10:45am and 1:00pm) during play time will signal for students to pack up and start moving to Eating Area.

BELL (10:50am and 1:05pm) will signal start of Eating Time.

Rocky's Routine: Eating Time

- Lunchboxes
- Sitting respectfully
- Brain food first
- Save a snack for second break
- Rubbish in the bin
- Zip up and move on the bell



Please support your child and staff by practising opening containers at home and packing foods your child is familiar with and enjoys eating.

Please ensure your child's lunch box is insulated or has sufficient ice packs to keep food items cool. There is no heating of food at school.

REACH Behaviour Expectations Teaching Matrix	
R	I ask permission to leave the eating area I wait for the eating time bell before collecting my lunch box and water bottle I put my rubbish in the bin straight away I zip up my lunch box at the end of eating time I carry my lunch box and water bottle safely and appropriately I have my name on my lunch box I touch my own lunch box only I walk quietly from the eating area on the bell I speak in a calm way
E	I eat my Brain Food First I Save a Snack for second break I make sure I have enough food in my lunch box I eat enough food till I am full by the time the bell goes
A	I ask others to sit with me I respect what other students like to eat or have in their lunch boxes (don't make comments) I celebrate cultural food choices
C	I sit and talk calmly with my friends I help others seek support I encourage others to eat enough food before the bell goes
H	I eat my own food I throw rubbish only in the bin I take home any food I do not eat I let an adult know if I don't have any food or if others don't have food



Food Allergies



What happens at Eating Time if my child is allergic to certain foods?

Informing the school, as part of the enrolment process, of known allergies and relevant action plans is critical. This will enable the school, through consultation with families and caregivers, to develop well-planned and documented risk minimisation strategies and education, awareness and support from the school community.

Schools have a duty of care to take all reasonable steps to keep their students safe by managing reasonably foreseeable risks. This includes taking steps to minimise the risk of students being exposed to their identified allergens and ensuring that school staff can administer emergency medication and seek medical assistance when a student has signs and symptoms of anaphylaxis.

During Eating Time at Woogaroo Creek, to minimise risks, students are:

- Supervised
- Not allowed to share food (As per REACH Behaviour expectations and Rocky's Routine)

Will certain foods be banned if a child is allergic to them?

Food bans or attempts to eliminate food allergens in schools are not appropriate. It is not possible or practical to ban all food or insect allergens from a school. It is not appropriate to prevent another student from eating their meal or snack at school if the food contains, or is suspected of containing, an allergen. It is more important for schools to implement a range of age appropriate strategies and consider students' needs when planning activities to reduce risk.

<div style="background-color: #e0e0e0; padding: 10px;"> <p>ascia www.allergy.org.au</p> <p>ACTION PLAN FOR Anaphylaxis</p> <p>For use with EpiPen® adrenaline (epinephrine) autoinjectors</p> <p>Name: _____ Date of birth: _____</p> <p>Confirmed anaphylactic:</p> <p>Family/emergency contact names: _____</p> <p>Work Ph: _____ Mobile Ph: _____</p> <p>Permitted to administer as name practitioner (if applicable): _____</p> <p>The treating doctor or no name practitioner: _____</p> <p>Medications specified on this plan to be administered according to the plan:</p> <ul style="list-style-type: none"> • Prevention of 2 adrenaline autoinjectors • Review of this plan is due by the date below: _____ • Signed: _____ Date: _____ <p>How to give EpiPen® adrenaline (epinephrine) autoinjectors</p> <ol style="list-style-type: none"> 1. Remove the safety seal and place the needle end in the unconscious person's arm or thigh (not abdomen). 2. Give adrenaline autoinjector. 3. Phone ambulance - 000 (AU) or 111 (NZ). 4. Phone family/emergency contact. 5. If no response, further doses may be given if no response after 5 minutes. 6. Transfer person to hospital for at least 4 hours of observation. <p>ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms. Administer medications sequentially: <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><small>Note: This ASCIA Action Plan is not a medical document that can only be completed and signed by the patient's doctor or name practitioner and cannot be altered without their permission.</small></p> </div>	<div style="background-color: #e0e0e0; padding: 10px;"> <p>ascia www.allergy.org.au</p> <p>ACTION PLAN FOR Allergic Reactions</p> <p>For use with EpiPen® adrenaline (epinephrine) autoinjectors</p> <p>Name: _____ Date of birth: _____</p> <p>Confirmed anaphylactic:</p> <p>Family/emergency contact names: _____</p> <p>Work Ph: _____ Mobile Ph: _____</p> <p>Permitted to administer as name practitioner (if applicable): _____</p> <p>The treating doctor or no name practitioner: _____</p> <p>Medications specified on this plan to be administered according to the plan:</p> <ul style="list-style-type: none"> • Use of adrenaline autoinjector if available • Review of this plan is due by the date below: _____ • Signed: _____ Date: _____ <p>ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms. Administer medications sequentially: <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>ACTION FOR ANAPHYLAXIS</p> <p>1 Lay person flat - do NOT allow them to stand or walk</p> <ul style="list-style-type: none"> • If unconscious, place in recovery position • If breathing is difficult allow them to sit <p>2 Give adrenaline autoinjector</p> <p>3 Phone ambulance - 000 (AU) or 111 (NZ)</p> <p>4 Phone family/emergency contact</p> <p>5 Further adrenaline doses may be given if no response after 5 minutes.</p> <p>6 Transfer person to hospital for at least 4 hours of observation.</p> <p>If in doubt give adrenaline autoinjector</p> <p>Commence CPR at any time if person is unresponsive and not breathing normally</p> <p>ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms. Administer medications sequentially: <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><small>Note: This ASCIA Action Plan is not a medical document that can only be completed and signed by the patient's doctor or name practitioner and cannot be altered without their permission.</small></p> </div>
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Transport



Walk:

School should be within walking distance of homes within our catchment area. Students should use pathways and pedestrian crossings, where available, and ensure they follow all road safety rules.

Ride:

Students are able to ride their bikes to and from school. Bikes will be stored in the designated school bike racks, which are located outside of the main school gates. Bikes are not permitted within school grounds. As per Queensland Government Bicycle Road Rules and Safety, students must wear an Australian Standard approved bicycle helmet and ride a bike that has at least one working brake, and a bell, horn or other warning device. For more information:

<https://www.qld.gov.au/transport/public/bicycle-riding/safety/helmets-and-equipment>

Private Transport:

When travelling by car to and from school, families and caregivers must comply with 40km/hr School Zone speed limits. Parking is available in the Prep carpark.

Bus: Bus Queensland operate a school bus service. Further details can be found at:

<https://www.busqld.com.au/school> Students catch the bus at the bus stop at the main entry to school grounds.



5267 (AM) - Ipswich

REDBANK STATION - KRUGER - BELLBIRD PARK - FERNBROOKE

[Read More →](#)



6234 (PM) - Ipswich

Goodna - Redbank Plaza - Riverview (early service)

[Read More →](#)



Woogaroo Creek State School
Student Booklist Prep

Notes about this booklist:

- To support families with 'Cost of Living' pressures, WCSS has prioritised funding and supplying a large number of items on this booklist
- To support the group nature of a Prep Classroom, some items will be pooled and put in caddies on group tables so students can access these when sitting together for activities. Any items left over from Communal Items will be sent home at the end of the school year to be used in Year One.
- Items have been chosen to match specific curriculum activities. To ensure your child can successfully participate in planned activities, please purchase the products listed. We understand that brands may differ, but the type of item has been carefully considered and chosen to match curriculum activities and for quality.
- Quantities have been specifically requested by teaching staff. Each student will require the suggested quantities as a minimum requirement to start the school year.
- **Items will be labelled by Classroom Teachers using printed school labels**
- We thank you for your support in setting our students up with the resources they need for our school year.

Quantity	Individual Items (Family to Supply)	Quantity	Communal Items (Family to Supply)	School Supplied Items (School Purchased)
1	Exercise book A4 QLD Year 1 24mm ruled 48 Page	2	Glue stick 40g	Pencil sharpeners metal double hole
1	My School Scrapbook Half Page Prep Yellow 84 Page	6	Staedtler bullet tip whiteboard markers - black	School scissors 6 inch 152mm
1	Studymate 330x275 100gsm Massive Monster Scrapbook 120 Page	8	Staedtler natural jumbo triangular graphite pencil HB	Wooden rulers 30cm
1	Clear A4 document Wallet for Headset Storage	1	Plastic PVC-free eraser—large	A3 Write on Wipe Off Sleeves
1	Multimedia Headphones with volume control	1	Twistable crayons pack 12	A4 Write on Wipe Off Sleeves
1	Discovery Centre Borrowing Bag (from School Uniform Shop)	1	A4 Ream premium white copy paper 80gsm	A4 Magnetic Whiteboards
		2	Box of tissue (2 ply)	A4 Clipboards Whiteboard erasers

The following suppliers can provide our full booklist:

- Nextra Orion—Shop 29 Orion Shopping Centre, Main Street—Take in your booklist and a pack will be created for you to pick up
- Officeworks—All stores—Not available as a pack, as individual items



Prep Booklist



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[2026 Prep Booklist - link to booklist on school website](#)



Woogaroo Creek State School
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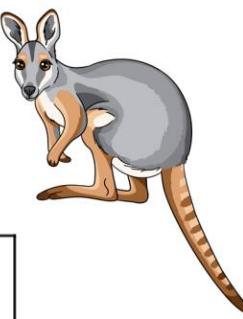
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				Whiteboard erasers

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Uniforms



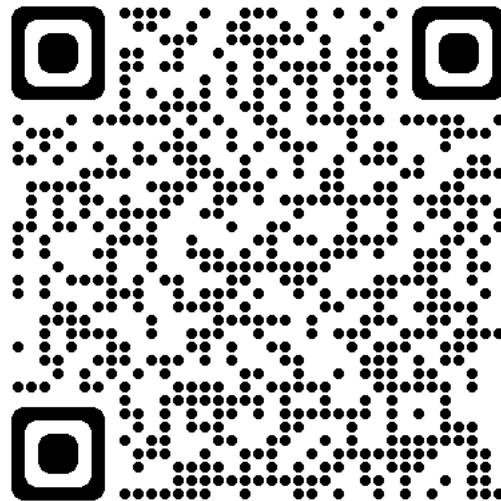
UMS

Uniform shop hours

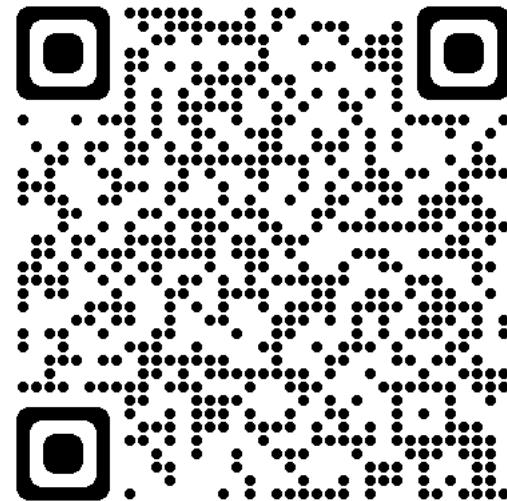
Tuesday 8:15-12:15pm

Thursday 12:00-3:00pm

For more information about uniforms, including price list, at WCSS click on the link below:



To order uniforms online visit the WCSS Online Uniform Shop:





What's coming up...



Ready, Set, REACH for Prep!

Was your child born between July 2020 and June 2021? If yes, your child is eligible for Prep in 2026, so [ENROL NOW!](#)

To set your child up to REACH in Prep at Woogaroo Creek State School, we encourage all 2026 Prep students and their families to attend all of our 'Experience REACHing in Prep Mornings' on **Wednesday 25th June (Term Two, Week 10)** and **Wednesday 17th September (Term Three, Week 10)** from 8:30-9:30am. We encourage 2026 Prep students and their families to join us for all four of our Term Four 'Ready, Set, REACH for Prep' transition sessions below.

Date and Time	Student Session	Family Session
Term Four, Week Two Thursday 16th October 8:25-9:30am	Prep classroom activities Learn about Rocky Obstacle course and playground	Introduction to WCSS: Meet the staff, Uniform, Enrolment Process, OSHC, Communication, Transition Statements and School Tour.
Term Four, Week Four Thursday 30th October 8:25-9:30am	Prep classroom activities Learn about Zones Sandpit and water play	Routines: School times, Play and Eating, Transports, P&C, Book lists, Swimming, Family Feedback.
Term Four, Week Six Thursday 13th November 8:25-9:30am	Prep classroom activities Learn about Rocky's Strategies Discovery Centre Visit	Expectations: REACH, Zones of Regulation, Rocky's Routines, Rocky's Strategies.
Term Four, Week Eight Thursday 27th November 8:25-9:30am	Prep classroom activities Learn about Rocky's Strategies Obstacle course and playground	Learning overview and Getting Set for Prep: Prep Curriculum, Pedagogy and What to expect Week One.

If you haven't visited the school before, please join us for one of our [School Tours](#) from 4:00-4:30pm on **Wednesday 14th May, Wednesday 25th June, Wednesday 6th August, Wednesday 17th September, Wednesday 29th October or Wednesday 10th December**.

Did you know we run a weekly [Rocky's Playgroup](#) at WCSS? Why not join us every [Tuesday morning 8:25-9:30am](#), during school terms. Attending Rocky's Playgroup will support future Preps to REACH in Prep by meeting WCSS staff, exploring the school and meeting fellow future Prep students. Rocky's Playgroup is free and everyone is welcome! For more information regarding Prep enrolments or Rocky's Playgroup please use the QR code to visit our website.

ENROL NOW for Prep 2026.

You're invited to...

ROCKY'S PLAYGROUP
at Woogaroo Creek State School!

Are you looking for a **FREE** fun activity to do with your child on a **Tuesday morning 8:25-9:30am** during school terms?

Do you want to meet other families in our community?

Why not come along to Rocky's Playgroup, where each week children read a book linked to the term's theme, make their own art and craft activity, and spend time playing outdoors.

Please park in the Main Carpark and sign in at the office before heading to Rocky's Cave, which is located in the Prep Precinct. WCSS is located at 12 Purser Road, Augustine Heights.