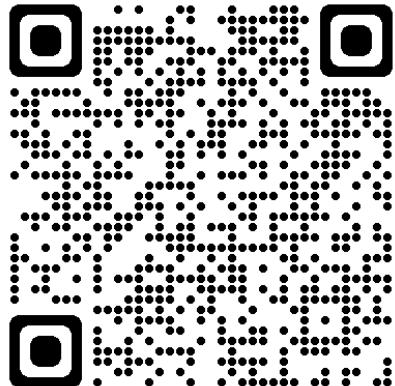




Ready,
Set,
REACH
for Prep!



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



Session Three Overview



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.



What defines a successful transition?

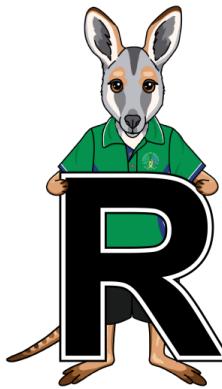
An effective transition to school occurs when **children and families** feel a sense of **belonging** in their new school community, and when this is also **recognised** by **teachers and educators**.
(Dockett and Perry 2014)



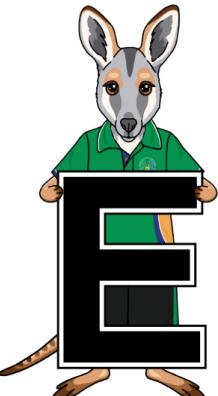
School Values

WOOGAROO CREEK STATE SCHOOL

REACHing new heights...



Respectful



Empowered



Accepting



Collaborative



Honourable



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

House Allocations



All students are allocated to a house once they have completed and submitted all enrolment documents.

House allocations are shared as part of the 'Set up for success' follow up email.

House shirts can be worn **every Friday** and on **House Event Days**.





Prep Booklist

 **Woogaroo Creek State School**
REACHING new heights

Our school **Enrolments** Curriculum Facilities Calendar and news Our community Support and resources

Home > Enrolments > Booklists

Enrolments

- [Catchment area](#)
- [Prep](#)
- [Booklists](#)

Booklists

After collaboration with our Family Representative Group in 2024, Woogaroo Creek State School will no longer have a Student Resource Scheme for stationery items. Families will be responsible for providing all items on the list. Items have been selected to allow each student to fully access all curriculum activities.

To support the cost-of-living pressures on families, Woogaroo Creek State School will provide some of the items that would traditionally have been on the booklist. Our booklists have also been scaled back to a minimum to support the cost of supply for families.

We ask that all items on the booklists are supplied on the first day of the school year. Surplus items will be stored by the teacher for each student and provided when needed.

Booklists are divided into **items that will need to be purchased new each year** and **items that can be used from the previous year**. We encourage families to check supplies at home and reuse, where possible, before purchasing new items.

Print Email

Related documents

- [Prep to Year 6 booklists \(PDF, 930KB\)](#)
- [2026 Prep Booklist](#)
- [2026 Year 1 Booklist](#)
- [2026 Year 2 Booklist](#)
- [2026 Year 3 Booklist](#)
- [2026 Year 4 Booklist](#)
- [2026 Year 5 Booklist](#)
- [2026 Year 6 Booklist](#)

 **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



Booklist is available

- Hardcopy today
- Digital copy on school website



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



Student Health Management at School



Allergies

All allergies can be recorded on your enrolment documentation however a letter from your GP will be required if your child requires medication to treat this. Our Admin Officer will communicate with you regarding the medication. This process includes a **Consent to Administer Medication** as well as Department of Education processes for receiving and administering medication.

Anaphylaxis/Asthma

If your child has been diagnosed with anaphylaxis/asthma, our Admin Team will communicate with you regarding the medication as part of the enrolment process, or when your child is newly diagnosed. This process includes a **Consent to Administer Medication** as well as Department of Education processes for receiving and administering medication. Schools are not able to administer medication without consent and all relevant medical forms and medication that is named.

Anaphylaxis training for school staff includes:

- the online [ASCIA anaphylaxis e-training for Queensland schools](#)
- practical, simulated training using an adrenaline auto-injector training device. The [State Schools Nursing Service](#) can provide this training.

Asthma training for school staff includes:

- the online [Asthma Australia](#) professional learning suite

Medication at school

All student medication provided is **stored in a named pouch**, with the relevant **first aid manual and action plan**. Playground duty folders contain student medical alerts. Processes for staff on duty to alert administration of student health emergency.

In case of emergencies, Woogaroo Creek State School maintains its own Anaphylaxis Emergency Kit and Asthma Emergency Kit, which can be administered to any person on site when required.

ASClA ACTION PLAN FOR Anaphylaxis

ASClA ACTION PLAN FOR Allergic Reactions

ASClA ACTION PLAN FOR MILD TO MODERATE ALLERGIC REACTIONS

ASClA ACTION PLAN FOR ASTHMA



Student Support

If your child has a medical diagnosis, please forward the diagnosis letter to the school at your earliest convenience. If you are currently accessing supports or exploring supports, please also let the school team know.

Consent to communicate with third parties form which enables the school and the specialist or doctor to communicate directly.

Nationally Consistent Collection of Data (NCCD)

All schools are required by law to complete this annual data collection.

Links between the NCCD, *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*

Disability Discrimination Act 1992 (DDA)

Under the DDA it is illegal to treat a person with disability less favourably than a person without disability. The DDA provides a **definition of disability**.

Disability Standards for Education 2005 (the Standards)

The Standards are subordinate legislation under the DDA. They clarify schools' obligations under the DDA.

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Schools' obligations

- Provide reasonable adjustments to allow students with disability to access and participate in education on the same basis as their peers.
- Eliminate harassment and victimisation.
- Consult about students' disabilities and needs.

The NCCD is an annual collection of information about Australian school students who are receiving adjustments because of disability.

- For the NCCD, schools count the number of students receiving adjustments because of disability and make decisions about the level of adjustment being provided for each student with disability.
- Schools provide NCCD information to education authorities and the Australian Government Department of Education. This includes, for each student with disability, the year of schooling, the category of disability and the level of adjustment they receive.
- For the NCCD, school teams must have evidence to show that they have followed the Standards processes, including consultation with the student and/or their parent, guardian or carer. The NCCD reinforces schools' existing obligations under the Standards.

NCCD
NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY

Consent form to share student personal information with third parties

This consent form allows the Department of Education, including school and regional staff (department), to communicate with the third parties listed below, including disclosing personal information to and recording personal information received from, those third parties. It authorises the third parties to disclose the personal information and materials (listed below) to the department. Information that is shared will be limited to that listed on this form. Information may be written or spoken.

Parent/carer to complete for students under 18 year of age. Independent students may complete on their own behalf and if under 18 years of age, a witness is required.

This consent is for:
Student's name Date of birth
State school name

I consent to the following personal information and/or materials of the student being used, recorded, collected and/or disclosed:
Student's materials, and student's first and last name, date of birth, age, school name, year level as well as other personal information as outlined below:

Between department staff and the following third party individuals and/or organisations:
(for example: where possible please identify the name of the individual AND their organisation/medical practice/business; the name of the government agency; or the name or description of health practitioner or provider such as a medical specialist; psychologist; therapist etc)

To be used for the following approved purpose/s only:
(for example: to discuss support strategies; to discuss personal care requirements)

Timeframe for consent:
Consent applies until [Insert date – day/month/year] but not longer than 12 months or until you decide to limit or withdraw consent in writing.

Consent and agreement:
I am (tick the applicable box):
 parent/carer of the identified student the student (if a mature/independent student)
*Please note - If this box is checked, Department staff should check the student record for documentation of any decision about Gillick competence of the consenting student.
I have read the explanatory letter, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction.



Prep Transition Conversation



Collaborative

In addition to our transition experiences, we are offering the opportunity for a **family prep transition conversation** before the start of the prep school year.

This is an opportunity for a two-way conversation about Woogaroo Creek SS and your child.

- Share information about your child to strengthen their transition:
 - Strengths and interests
 - Learning and development
 - Health and wellbeing
 - Family and background
- Ask questions about our WCSS:
 - School routines and expectations
 - Any other questions



REACH Expectations

At Woogaroo Creek State School, we **REACH**!

We are...

R	E	A	C	H
Respectful	Empowered	Accepting	Collaborative	Honourable
Through our words, attitudes and actions, we respect: Self, Others, Property, the Environment.	Empowered students are ready to learn, Have a Go, Push Through the Pit, Feedback and Grow.	Accept yourself: dare to be different, dare to be unique. Accept others: diversity enriches our world.	We work with others to succeed.	We have the courage to do the right thing, and we have the courage to encourage.



To set students up for success, so they can **REACH** new heights each day, we use **consistent metalanguage**, explicit and clear whole school processes which are outlined in the following documents:

- Whole School Approach to Discipline
- Essential Skills for Classroom Management
- REACH Teaching Matrix
- Rocky's Routines
- REACH Strategies



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



At Woogaroo Creek State School, we **REACH**:

	Students	Staff	Families and Visitors
	<p>Through our words, attitudes and actions, we respect:</p> <ul style="list-style-type: none"> ✓ Self ✓ Others ✓ Property ✓ the Environment 	<p>Through our words, attitudes and actions, we respect:</p> <ul style="list-style-type: none"> ✓ Self ✓ Others ✓ Property ✓ the Environment 	<p>Through our words, attitudes and actions, we respect:</p> <ul style="list-style-type: none"> ✓ Self ✓ Others ✓ Property ✓ the Environment
	<p>Empowered students:</p> <ul style="list-style-type: none"> ✓ Are Ready to Learn ✓ Have a Go ✓ Push Through the Pit ✓ Feedback and Grow 	<p>We empower students so they are ready to learn. Have a Go. Push Through the Pit, Feedback and Grow. We empower each other to support collective staff efficacy and meet the expectations of our roles and responsibilities.</p>	<p>We empower students to ensure they are ready, supported and encouraged to learn, grow and succeed.</p>
	<p>Accept yourself: Dare to be different, dare to be unique.</p> <p>Accept others: Diversity enriches our world.</p>	<p>We embrace and celebrate difference and diversity, and differentiate and support through our pedagogical approaches.</p>	<p>We embrace and celebrate difference and diversity.</p>
	<p>We work with others to succeed.</p>	<p>We work purposefully with others to set every student up for success—stronger together.</p>	<p>We work purposefully with the school to set our children up for success. We are stronger together.</p>
	<p>We have the courage to do the right thing and we have the courage to encourage.</p>	<p>We work and interact with integrity, lead by example, uphold the school's Expectations and hold each other accountable to this.</p>	<p>We work and interact with integrity, uphold the school's Expectations and hold each other accountable to this.</p>

REACH Expectations are for **EVERYONE**

At Woogaroo Creek State School, we expect staff, families, visitors and student to REACH.



Expectations are clearly signed at both the main entry and student entry to the office.



REACH Expectations are for EVERYONE



At Woogaroo Creek State School, we expect staff, families, visitors and student to REACH. Expectations are clearly signed at both the main entry and student entry to the office.





REACH Expectations: Teaching Matrix



At Woogaroo Creek State School, all behaviour expectations will be explicitly taught so students know what they look like, sound like and feel like. All of the expectations are taken from the whole school **Behaviour Expectations Teaching Matrix**.

The following signage has been put around the school in the relevant area

There is no guessing at WCSS!

Behaviour Expectations Teaching Matrix									
		In all Areas, we:	Play Time, we:	Eating Time, we:	Toilets, we:	Transitions, we:	Learning Areas, we:		
RESPECTFUL		<ul style="list-style-type: none"> wear our full school uniform with pride follow adult instructions keep hands, feet and objects to ourselves walk away and report unsafe behaviour are in the right place at the right time greet adults by saying hello use our manners walk on hard surfaces, stairs and verandahs give people space and stay in our own bubble speak politely and politely to others use all equipment appropriately 	<ul style="list-style-type: none"> wear our hats to play stay away from out of bounds areas play in our designated areas pack up and move when the bell goes use equipment safely and appropriately keep hands and feet to ourselves walk on hard surfaces listen and follow adult instructions ask for help safely use our REACH strategies 	<ul style="list-style-type: none"> ask permission to leave the eating area wait for the eating time bell before collecting our lunch boxes and water bottles put our rubbish in the bin as we go zip up our lunch box at the end of eating time carry our named lunch boxes and water bottles safely and appropriately touch our own lunch boxes only walk quietly from the eating area on the bell speak in a calm way 	<ul style="list-style-type: none"> wash our hands use the toilet correctly leave the toilet clean and tidy flush the toilet give others privacy (one person at a time) 	<ul style="list-style-type: none"> line up and walk in Rockys Rows go to the office immediately if called walk through the school quietly 	<ul style="list-style-type: none"> ask permission to leave the learning area use equipment, ICTs and furniture correctly look after our belongings keep toys and special items at home keep our learning area neat and tidy use our REACH strategies use an indoor voice stop, turn and listen when we hear the curtains 	<ul style="list-style-type: none"> line up in Rockys Rows to enter take our hats off inside wear the 'Mark and Return to the spot' place holder when reading books wash and return furniture and resources correctly use inside voices use our manners 	<ul style="list-style-type: none"> walk into the office and wait at the counter sit and wait on the seats if asked turn our voices off when walking into the office use our manners, including greeting adults knock and wait for adult acknowledgement when entering an adult's office
EMPOWERED		<ul style="list-style-type: none"> have a go at all times (Have a Go Here) ask and use feedback to grow (Feedback and Grow) 	<ul style="list-style-type: none"> lead by example try to be active ask for help from peers or adults have a go at novel/unfamiliar areas/games or equipment 	<ul style="list-style-type: none"> eat our Brain Food First Save a Snack for second break make sure we have enough food in our lunch boxes eat enough food till we are full by the time the bell goes find help, using our manners, when we need it 	<ul style="list-style-type: none"> wash the toilet during break/eating times and before or after school go to the toilet when we need to 	<ul style="list-style-type: none"> take the quickest route to and from the area walk quietly and safely past learning areas ask for help if we are unsure of where to go 	<ul style="list-style-type: none"> take action to Push Through the Pit ask for help when needed ask and use feedback to improve our learning (Feedback and Grow) are ready to learn with all the correct equipment use the Learning Wall 	<ul style="list-style-type: none"> bring our borrowing bag to borrow line up to borrow read texts to discover new things ask help to find resources ask for resources we want to find choose a text that is right for us 	<ul style="list-style-type: none"> know we can trust adults to listen to our concerns know we can report our concerns if something isn't right hand mobile phones to the office at the start of the day
ACCEPTING		<ul style="list-style-type: none"> look for ways to include others ask questions in an effort to understand understand people are different in the ways they think, speak and act 	<ul style="list-style-type: none"> ask and encourage others to join in teach and encourage others to join in cultural games 	<ul style="list-style-type: none"> ask others to sit with us respect what other students like to eat or have in their lunch boxes (don't make comments) celebrate cultural food choices 	<ul style="list-style-type: none"> wash the appropriate toilet give others time when using the toilet 	<ul style="list-style-type: none"> walk calmly in our spot in Rockys Rows follow adult instructions walk and allow adults, visitors and younger students to pass on the pathway 	<ul style="list-style-type: none"> can agree to disagree with others listen and share ideas with others support others in their learning 	<ul style="list-style-type: none"> help others to read texts read a variety of texts about different people and cultures 	<ul style="list-style-type: none"> accept adults want what is best for us and want us to succeed
COLLABORATIVE		<ul style="list-style-type: none"> take turns, share and listen to others work together to learn new things work with others to resolve conflict 	<ul style="list-style-type: none"> play with others follow the rules of the games encourage others to play a team game 	<ul style="list-style-type: none"> sit and talk calmly with our friends help others ask and support encourage others to eat enough food before the bell goes 	<ul style="list-style-type: none"> walk to the toilet with a buddy wait for others calmly in the designated area 	<ul style="list-style-type: none"> stay together in Rockys Rows walk quietly and safely with a buddy or adult help others if they need it 	<ul style="list-style-type: none"> listen to the ideas of others take turns and put our hands up to speak support others to learn and learn from others work with others to Push Through the Pit work with others to succeed contribute effectively in groups 	<ul style="list-style-type: none"> read texts with others work with others or our group on a game or Logo activity research topics with others 	<ul style="list-style-type: none"> wait our turn if office staff are busy
HONOURABLE		<ul style="list-style-type: none"> do the right thing the first time even when others are not watching encourage others to REACH speak up and stand up for others report non-REACHing behaviour to adults commit to our roles and responsibilities only use the lift when we are with an adult 	<ul style="list-style-type: none"> encourage others to be in the right place at the right time play where we can see an adult on duty 	<ul style="list-style-type: none"> eat our own food throw rubbish only in the bin (not food we don't like) take home any food we do not eat let an adult know if we don't have any food or if others don't have food 	<ul style="list-style-type: none"> report non-REACHing behaviour to an adult go to the toilet only when we need to 	<ul style="list-style-type: none"> explain where we are going if asked by an adult report non-REACHing behaviour we see to an adult 	<ul style="list-style-type: none"> do the right thing encourage others to REACH complete our own work (do not copy others) commit to our roles and responsibilities 	<ul style="list-style-type: none"> leave all Discovery Centre equipment in the Discovery Centre unless it is borrowed out in our name return our borrowed texts by the due date 	<ul style="list-style-type: none"> tell the truth the first time take ownership and accountability for our actions accept and complete consequences

Expectations relating to different areas in the school are visible on signs.

In our Learning Areas we:



- ask permission to leave the learning area
- use equipment, ICTs and furniture correctly
- look after our belongings
- keep toys and special items at home
- keep our classroom neat and tidy
- use our strategies
- use an indoor voice
- stop, turn and listen when we

- take action to Push Through the Pit
- seek and use feedback to improve our learning (Feedback and Grow)
- are ready to learn with all the correct equipment
- use the Learning Wall

- can agree to disagree with others
- listen and share ideas with others
- support others in their learning

- listen to the ideas of others
- take turns and put our hands up to speak
- support others to learn and learn from others
- work with others to Push Through the Pit
- work with others to succeed
- contribute effectively in groups

- do the right thing
- encourage others to REACH

Rocky's Routines


Premise:

There are consistent whole school routines which are part of every school day. Routines and consistency set students up for success. By explicitly teaching, practising, prompting and acknowledging achievement of these routines, students will be set up for success. There is no guessing at Woogaroo Creek State School.

Routine	When is this routine used?	What is the routine?	Metalinguage for the routine
Attention Grabber: Castanet Clicks	Any time an adult wants the attention of students in all areas of the school	Castanet is clicked three times and adult raises their hand and waits. Students: Hear clicks, stop, turn, listen. <ul style="list-style-type: none"> Stop what you are doing Turn your attention to the person who clicked (who has their hand up) Listen for their message 	Stop, turn, listen. Good stop, turn and listen, Team!
Entering a space/ room.	When entering any room/ office	Student will knock and wait for adult acknowledgement. Student will enter.	Knock, wait, acknowledge (adult), enter. <i>I like the way you knocked and waited!</i>
Rocky's Rows: Lining Up and Transitioning	Lining up Moving around school	Students line up in two straight rows. Allocated leaders at the front of each row. Teacher at the back of the rows to see the whole class. Class moves around the school, staying together, with quiet voices.	Two rows Leaders at the front Teacher at the back Keep together Quiet voices
Morning Arrival	When gates open: students enter school at 8.15am	Walk straight to your classroom Water bottle on trolley, zip up bag, bag on bag racks Go to the toilet Line up in Rocky's Rows	Walk straight to classroom Unpack, Zip and Rack Toilet Rocky's Rows
End of Day	2.25pm	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. <i>Check: The bag rack is empty</i>	Floor clear Room tidy Chairs stacked Bags packed
Zones Check In	When entering learning space	(Hat in bag and zip up bag) Student line up in Rocky's Rows. Teacher greets each student at the door and: <ul style="list-style-type: none"> Watches/ listens to check in Encourages students to check in Follows up with students who identify as blue, yellow or red 	(Hats away) Line Up Enter respectfully Check in
Play Time (Exiting and Playing)	When students exit learning area and during play at both breaks	Hats on heads Walking on hard surfaces to chosen play area Playing respectfully with each other First Bell will signal for students to pack up and start moving to Eating Area Second Bell will signal start of Eating Time	Hat on head Walking on hard surfaces Respectful interactions First Bell: Pack up and move to Eating Second Bell: Eating time
Eating Time	During eating time for both breaks	Collect lunch box and water bottle Choose a spot to sit calmly in the Eating Area Eat your own brain food first. Save a snack for second break. Rubbish in the bin, as we go. Find help (with manners) when you need it	Lunchboxes and water bottles Sitting calmly with friends Brain food first Save a snack Rubbish in the bin Move on the bell
Discovery Centre Visit	During Discovery Centre lessons and play times	Rocky's Rows Enter respectfully: hats off Mark and return to spot: <ul style="list-style-type: none"> Students take a marker from the marker cards box, slot into shelf where book is, take book and read quietly Students take book back to marker, slot book back in, remove marker and take marker back to the marker box 	Rocky's Rows Enter respectfully Mark and return to spot Inside voices Return your book Choose your new book Line up to borrow Books in borrowing bags
Parade Time	Weekly parades or events in school hall	Enter in Rocky's Rows Sit in our area Quiet voices until we hear the castanets Stop, turn and listen when we hear the castanets Voices off Stand up when asked Clap with respect: in time with others, same volume, same length of clapping, no cheering	Rocky's Rows Sit in our area Quiet voices Stop, turn and listen Voices off Stand up when asked Clap with respect

Rocky's Routines

There are **consistent whole school routines** which are part of every school day. Routines and consistency set students up for success.

By explicitly teaching, practising, prompting and acknowledging achievement of these routines, students will be set up for success.

There is no guessing at Woogaroo Creek State School.



Castanet clicks = attention grabber

WHOLE SCHOOL APPROACH TO DISCIPLINE



WOOGAROO CREEK
STATE SCHOOL
REACHing new heights...

SETTING STUDENTS UP FOR SUCCESS:

R: Respectful: Through our words, attitudes and actions, we respect: Self, Others, Property, The Environment.

E: Empowered: Empowered students are ready to learn, Have a Go, Push Through the Pit, Feedback and Grow.

A: Accepting:
• Accept yourself: dare to be different, dare to be unique.
• Accept others: diversity enriches our world.

C: Collaborative: We work with others to succeed.

H: Honourable: We have the courage to do the right thing and we have the courage to encourage.

SUPPORTED BY:
• Pedagogical Approaches: Visible, Experiential, Collaborative
• Differentiated teaching and learning
• Transitional and flexible learning spaces
• Visual Timetable in each classroom

citily taught
edgement—free and frequent
Lessons (SEL) with a REACH
e school processes
ol metalanguage
out the school
s
Reminder each morning
with the school community:
al Media
areas
g on entry Zones Check In
n Management by all staff
und, look around, talk
nition—free and frequent



Student Code of Conduct 2022-2025

Every student succeeding
Every student succeeding in the shared vision of Queensland state schools. Our vision shapes regional and
school planning to ensure every student receives the support needed to belong to the school community,
engage purposefully in learning and achieve academic success.

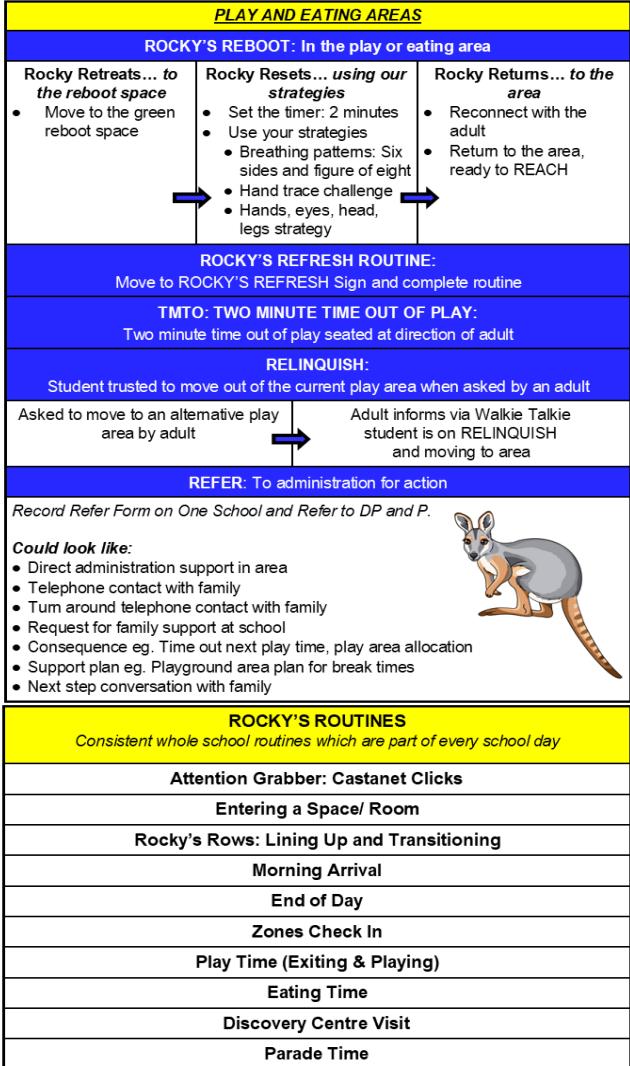
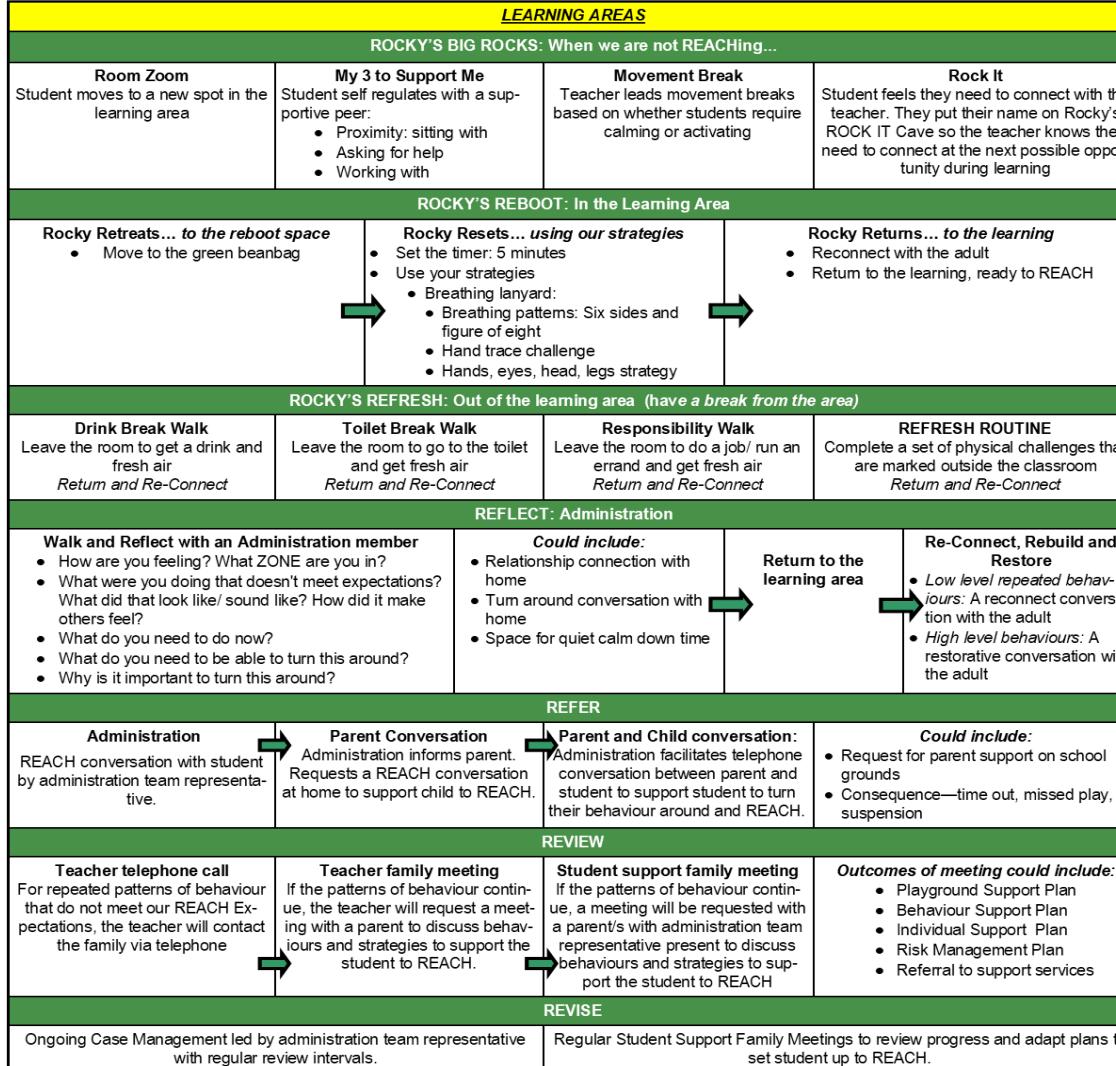
State Schools Strategic Plan 2021-2025

Unpublished copy. Refer to the Department of Education Policy and Procedure Register
at <http://www.education.qld.gov.au/policy-and-procedures> to access the most current version of this document.

Underpinned by strong, respectful relationships founded in unconditional positive regard

Teacher Commitment: ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

Establishing expectations: Clearly articulate and demonstrate the boundaries of pro-social behaviour	Giving instructions: Give clear directions about what students are to do	Waiting and scanning: Wait and look at students for 5–10 seconds after instructions are given	Cueing with parallel acknowledgment: Acknowledge students' on-task behaviour with the intention of encouraging others to copy	Body language encouraging: Intentionally use proximity, gestures and facial expressions to encourage students to REACH
Descriptive encouraging: Encourage students to become more aware of their competence by describing exactly what we see or hear from them, to encourage this behaviour	Selective attending: Deliberately give minimal attention to safe, off-task or inappropriate behaviour	Redirecting to the learning: Respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning: verbal or non-verbal	Giving a choice: Respectfully provide the student, who is disrupting others, with the available choices and their logical consequences	Following through: Planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment





Supporting student to REACH

Students are encouraged to **REPORT** incidents immediately to a member of staff. If we don't know what has happened, in a timely manner, we can't action.

A staff member will investigate, follow up and put in consequences (if appropriate) as per our **Whole School Approach to Discipline**. Consequences increase for repeated behaviour and **Support Plans** are put in place, e.g. *Playground Plan, Designated Seating Plan*.

First point of contact to report concerns is the **classroom teacher** via email. The next point of contact is emailing Administration@woogaroocreekss.eq.edu.au. Please email the relevant staff member to arrange a meeting.





Rocky's Rock Jar



Relationships underpin everything. The relentless acknowledgement and praise of our **REACH** Expectations builds respect and trust. This metalanguage is the air in the jar that fills the space between the rocks – its surrounds everything we do and promotes and develops intrinsic motivation.

Students are rewarded for REACHing, as a class or individually, with painted rocks that are added to a classroom Rock Jar. When this jar is full, the whole class gets to choose a reward from the school list. Rewards are experiences, not items.

Each class selects a reward from the:

- School Rewards list (every jar filled)
- Administration Award (every third jar filled)

*The rock being added to the jar is verbally acknowledged by the whole class through a '**We Rock**' (teacher), '**We Reach**' (student) echo led by the teacher and can be accompanied by a high five, fist bump etc.*

At the start of the year students will paint the class set of rocks. At the end of the year the rocks will be added to the school symbolic feature.

<i>School Rewards List (30 minute experience during learning time)</i>	<i>Administration Rewards List (minimum 30 minute experience)</i>
<ul style="list-style-type: none">• Choose a play area to play on/ in• Card and board games• Art guided drawing hub activity• Go out for a sporting game• Garden time• Device time• Robotics time• Basketball in the hall• Bring a stuffed animal from home (for a day)• Shoes off (socks on) in the classroom (for a session)	<ul style="list-style-type: none">• Soccer Game• Teddy Bears Picnic - pack an extra snack• Rocky's Reserve exploration time• Disco• Movie – wear your pyjamas• Cake and Bake• Icy Poles



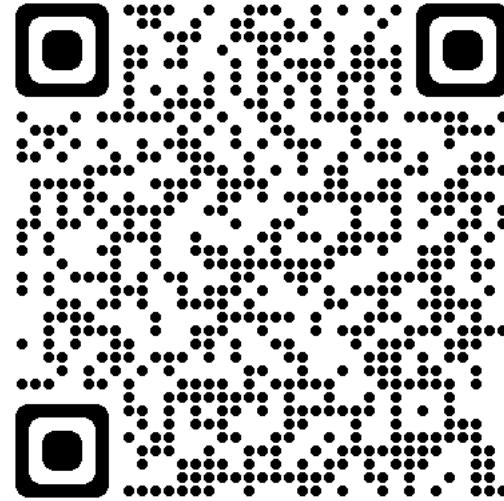


UMS

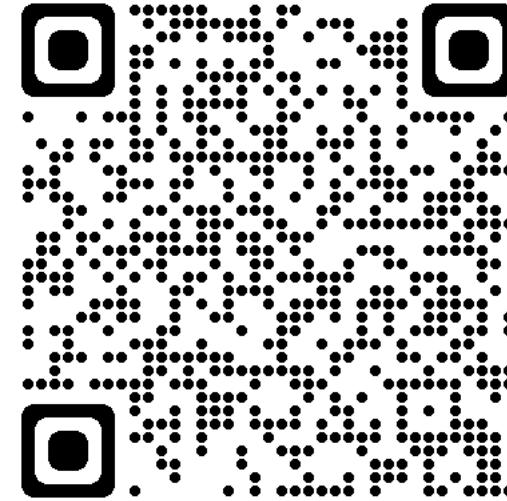
Uniform shop hours

Tuesday 8:15-12:15pm

Thursday 12:00-3:00pm



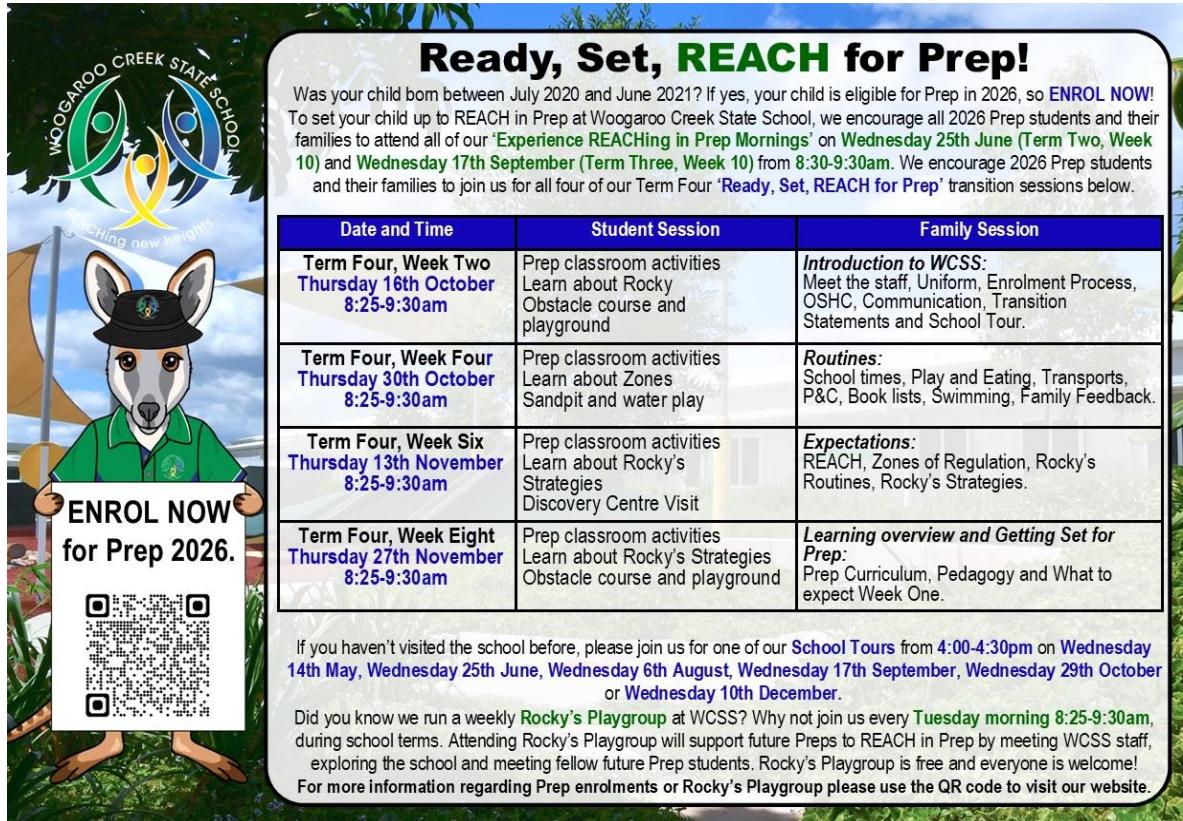
For more information about uniforms, including price list, at WCSS click on the link below:



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.



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.