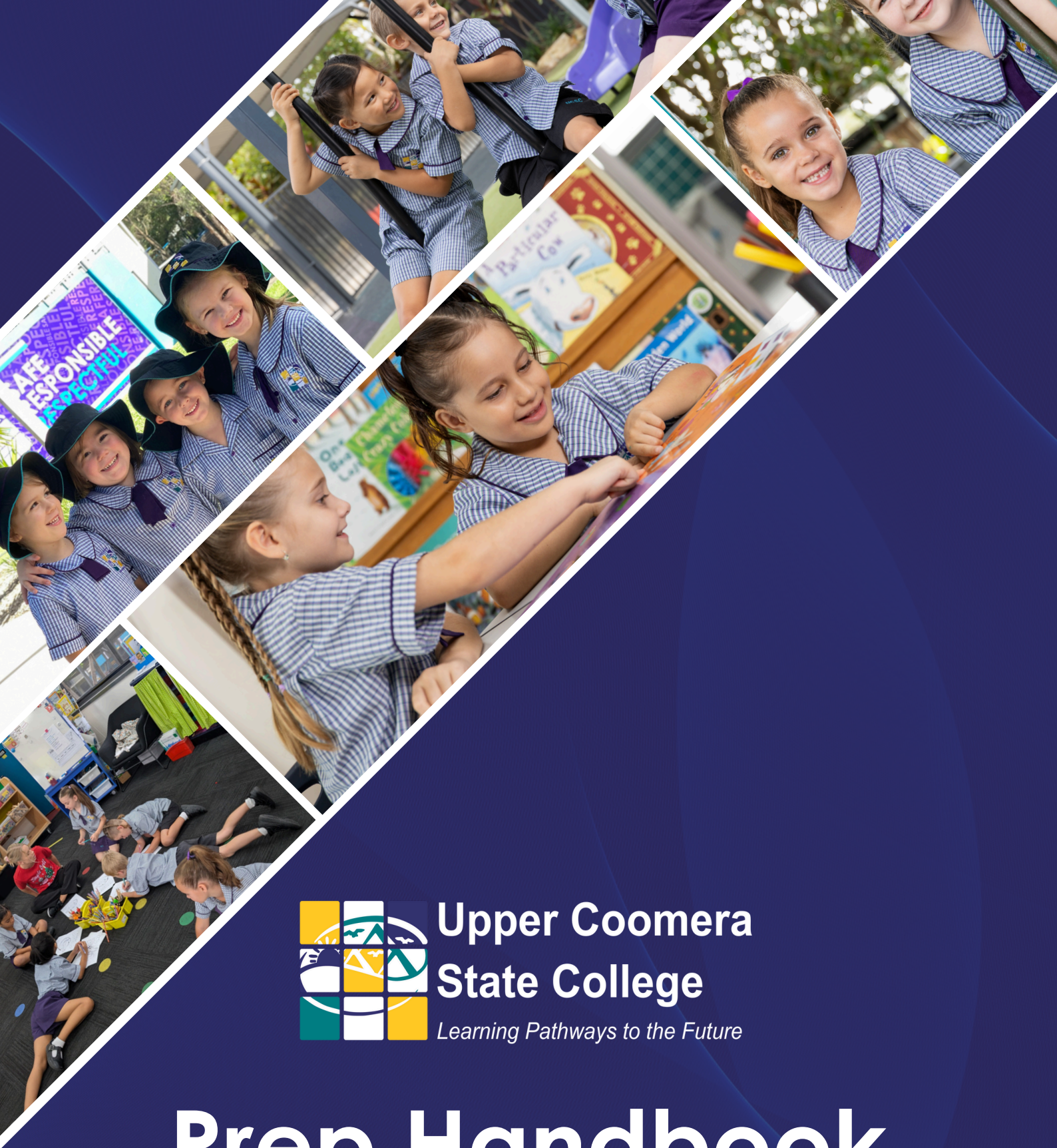



Upper Coomera State College

*Learning Pathways to the Future*

# Prep Handbook

## 2026



WELCOME TO

# UPPER COOMERA STATE COLLEGE

On behalf of the College, we would like to welcome you and your family to Upper Coomera State College (UCSC). We pride ourselves on providing our students with a seamless quality education from Prep to Year 12, known locally as the 'P-12 Advantage'.

Our moral purpose drives us to provide an education that enables students to discover and develop their interests and talents, pursue their goals and dreams, and reach their full potential so they may succeed in their chosen pathway and actively contribute to a global society. UCSC continually aims to improve the culture of learning and the outcomes our students achieve.

We have created a caring, nurturing learning environment that values diversity, promotes international mindedness, and is respectful and accepting of others. Central to our aim is, "To provide quality schooling for all our students."

At UCSC, our Creed guides everything we do. We encourage every student to:

- Be informed, confident and well-balanced graduates
- Be aspirational and positive, striving to realise their learning potential
- Accept personal responsibility for their choices
- Be safe, responsible, and respectful members of the community

Together, we support our students in following their learning pathways to the future.

This guide has been developed to provide helpful information about UCSC. Families can also access information and support by participating in our Leap into Learning Program.

WELCOME TO *Prep*



# IMPORTANT INFORMATION

Upper Coomera State College

## THE UCSC CREED

*Learning Pathways to the Future*

- My goal is to become an ***informed***, ***confident*** and ***well-balanced*** graduate of Upper Coomera State College
- I will be ***aspirational*** and ***positive***, and I will strive to realise my learning potential
- I will accept ***personal responsibility*** for my choices
- I will be a ***safe***, ***responsible*** and ***respectful*** member of the community

### Important Phone Numbers

School Administration: 07 5580 7555
Facsimile: 07 5580 7500

### Our Team

Executive Principal: Noel Rawlins

### Primary Team

Principal – Primary School P-6: Kelly Turner
Deputy P-3: Rachel Gooch
Deputy 4-6: Melita Parziani
Deputy Inclusion P-12: Rowena Lewis

### Secondary Team

Principal – Secondary School 7-12: Kylie Gurney
Deputy 7-8: Shay Young
Deputy 9-10: Amy Connelly
Deputy 11-12: Nat Binstead

### Important Dates (School Terms 2026)

| | |
|---|---|
| Term 1 | Monday, January 24 to Friday, March 31 |
| Term 2 | Monday, April 17 to Friday, June 23 |
| Term 3 | Monday, July 10 to Friday, September 15 |
| Term 4 | Tuesday, October 3 to Friday, December 8 |

### Prep Timetable

| | |
|---|---|
| 08.35am | Warning that learning will begin – Music (4 mins) |
| 10.40am | Start of play time – Chime |
| 11.00am | Start of eating time - Music |
| 11.20am | End of eating time – Chime |
| 01.20pm | Start of play time – Chime |
| 01.40pm | Start of eating time – Music |
| 01.50pm | End of play time - Music |
| 02.40pm | End of school day– Music |

# PREPARING YOUR CHILD
# FOR PREP



Starting school can be an exciting time for you and your child.

For some children it may be very exciting and for others there may be challenges. For some families it may be the first time that you have been separated, or it may be challenging to move into a strange environment with unfamiliar people and objects.

There are some simple steps you can take to help make your child's time at school more enjoyable and relaxed. By practicing these things at home, you are helping your child's smooth transition into Prep!

## Leap into Learning

Leap into Learning is a transition to school program offered to students who will be attending Prep at UCSC. The program involves parents and students experiencing what it is like being in Prep. Leap into Learning runs for 5 weeks and children participate in a variety of indoor and outdoor activities. There will be two 5-week blocks; they will run on consecutive Thursday mornings commencing at 9am and finishing at 10:30am. The first intake commences in Term 3 and runs for the last 5 weeks of term. The second intake commences in the first week of Term 4. Each session will have a cap of 30 students per group.

## Supporting learning at home

**Writing**

- Provide "scrap" materials for drawing, making patterns, and building things
- Write notes to family members and encourage your child to write by having pencils and crayons available
- Arrange fine motor activities such as Lego, puzzles, playdough, cutting, planting and baking
- Encourage your child to explore different ways to organise areas, e.g. their bedroom and play area

**Reading**

- Reading to your child daily is a highly effective way of establishing a positive attitude to reading books/signs and words in their environment
- Regular reading provides not only academic but emotional benefits that can help bolster a child's success in school and beyond
- Praise all efforts to read and write
- Talk about everyday items such as signs, letters, catalogues, magazines food packaging and number plate spotting
- Label rooms and things around the house with words and/or pictures
- Read and talk frequently about storybooks, factual books and rhymes/nursery rhymes

**Mathematics**

- Count everything – pointing with one-to-one correspondence is important
- Encourage your child to experiment with various materials and equipment with various shapes and colours
- Show money to your child and talk about it
- Discuss prepositional terms long/short, wide/narrow, thick/thin, front/behind, next, same/different, full/empty
- Provide a variety of materials and containers for measuring things – water, grain and sand
- Discuss quantities and actions while cooking

**Encourage your child to be independent by helping them get used to:**

- Putting on and doing up shoes
- Eating and drinking independently (opening lunchboxes, wrapping and unwrapping school lunches and drinking from drink bottles)
- Caring for and putting away playthings
- Using a handkerchief or tissue to blow their nose
- Going to the toilet independently (including handwashing)
- Using playground equipment safely
- Carrying his/her own bag
- Identifying his/her own belongings

**Work with your child to develop his or her communication skills. Help your child to:**

- Make his/her own needs known
- Use appropriate greetings and manners
- Respond verbally when spoken to



# PREPARING YOUR CHILD
# FOR THEIR FIRST DAY

There are some simple steps you can take to make your child's first day at school more enjoyable and relaxed. You can make the first day stress-free and relaxed by making a list of everything that needs to be done the day before. This may include things such as organising your child's lunchbox and packing a change of clothes.

**On the first day**

- Leave plenty of time to get ready
- Make a nutritious breakfast - this is essential for sustained energy and concentration talk through the daily routine - start, lunch and finish times
- Talk through a few simple self-help ideas -for example, asking teachers for help or directions
- Be flexible in the early days of school. children may take a little while to settle in
- Be positive and encouraging about your child's attendance at school
- Show excitement that your child is beginning Prep, and talk about how proud you are of them

Many Prep children will be nervous on the first day and your enthusiasm will be contagious!

**What to bring on the first day**

- Change of clothes/underwear, clearly labelled in a plastic bag for emergencies (stored in bag)
- School Bag (named and with a distinctive tag to help your child identify their bag)
- Morning Tea and Lunch (please ensure lunchbox is labelled)
- Fruit snack (fruit or vegetable snack, e.g. celery, carrot sticks) in a small container or wrapped separately
- Drink bottle with water (named}
- Bucket hat, named

*The first few weeks of Prep are physically and emotionally tiring for children. It can also be a very hot time of the year. Your child may need to go to bed early and have a regular routine before and after school to support their transition.*

**What to do on the first day**

- Take your child to their designated classroom
- Greet the teacher and find your child's name tag to put on (these are worn during the first week or two to help teachers and children identify one another)
- Help your child put their belongings into the designated areas
- Encourage your child to find an activity that interests them
- Talk about how long the school day may be in terms the child can understand
- Say a quick 'good-bye' and inform your child that you will be going and will be back to pick them up later in the day

Don't be concerned if there are some difficulties. even after you have done all you can to prepare your child for school. Although some children may become upset at saying goodbye, recovery is swift and the period of adjustment to school is brief. If you have any difficulties, please talk to the class teacher.





# TEACHING
# AND LEARNING

The College motto. 'Learning Pathways to the Future' reflects our commitment to working in partnership with families to ensure every child has a quality education which prepares them for a positive future.

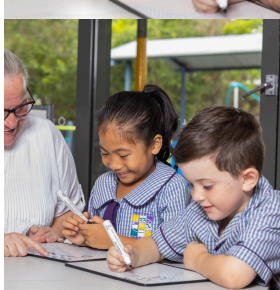
**Our Pedagogy**

UCSC uses Explicit Instruction as our signature pedagogical approach. Explicit Instruction is a structured, systematic, and effective approach for teaching academic skills. It is called explicit because it is a clear-cut and direct approach to teaching that includes both instructional design and delivery procedures. Explicit Instruction is characterised by a series of supports or scaffolds, whereby students are guided through the learning process. Clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target. and supported practice with feedback until independent mastery has been achieved.

It requires a clear-cut and direct approach to teaching that includes both instructional design and delivery procedures. A perfect teaching approach for Prep students.







**Our Curriculum**

Our teachers provide a caring, nurturing learning environment that values diversity, promotes international mindedness and is respectful and accepting of others. UCSC is committed to addressing the learning and developmental needsof every one of our students. We offer a range of curricular and extra-curricular programs to cater for the needs of each student.

## Prep Curriculum

In their first year of school, students learn through interactions with adults and peers, experimentation, practice and play in the classroom and general school community. The development of early literacy and numeracy skills are a priority as these are the foundations upon which further learning is built. Opportunities to develop these skills are embedded across the curriculum in all subjects. Learning in a classroom and belonging to a school community are key to their first year at school.

**English**

In the first year of school students view, listen to and enjoy texts that entertain and inform, such as picture books or rhymes. They begin to learn to read and create texts.

Typically, students will:

- Communicate with others in familiar situations
- Read stories with one or more sentences, pictures and familiar vocabulary
- Recognise rhyming words, syllables and sounds
- Recognise letters and the most common sounds the letters make
- Listen to, read and view picture books, stories, poetry, information books, films and performances
- Write some words
- Recognise some words and develop skills in ·sounding out' words
- Create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures

Prep teachers use the PLD program for the explicit teaching of sounds (phonics), and the Heggerty Phonemic Awareness Program. They focus on the content and learning objectives outlined in the Australian Curriculum.

**Mathematics**
In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

Typically, students will:

- Connect numbers, their names and quantities up to 20
- Count numbers in sequences up to 20, continue patterns and compare lengths of objects
- Use materials to model problems, sort objects and discuss answers group and sort shapes and objects
- Connect events with days of the week
- Develop an understanding of positional words, such as above, outside, left

**Science**
Through exploration and observation, students learn how science works. They explore their world to find answers to questions.

Typically, students will:

- Explore the needs of living things
- Investigate the properties of everyday materials explore changes in our world, for example, the weather
- Explore how things move

**Humanities and Social Sciences**
By experimenting, practicing and playing in familiar situations, students use their natural curiosity to make sense of their world, and to develop history and geography knowledge and skills about people and places.

Typically, students will:

- Explore their personal world, including personal and family histories
- Investigate places where they live with their families
- Discover other places and how they feel about these places through stories, family members and members of the community
- Explore why places are special and how students and other people can care for places

**The Arts**
Students share their experiences and understanding of themselves through exploring the arts and artworks.

Typically, students will:

- Watch others dance and respect those around them when they are dancing
- Use role play to act out familiar events or stories in drama
- Use a camera to record images for others to view in media arts
- Explore sounds when listening, singing and making music in music
- Respond to and create a variety of artworks by drawing and painting in visual arts







**Technologies**
Through exploration, design and problem-solving, students learn how technologies work.

Typically, students will:

- Design and create solutions to challenges through guided play and by safely using materials and equipment in design and technology
- Work safely online, represent data as pictures, symbols and diagrams, and sequence steps to solve simple problems in digital technology

**Library**
Prep students will visit the library weekly with their class and be given the opportunity to borrow a book to take home and share with their family.

## Assessment

Assessment is a systematic part of teaching and learning and will be used to track cohorts of students in the College. It is essential that teachers know how well a student has progressed and that students are given feedback about their progression. This feedback is instrumental in helping them to improve.

*Students are encouraged to care for any borrowed book. Any lost or damaged books may incur a fixed charge.*

It is through an effective tracking system that the needs of every student can be met and assist the College to develop a clear understanding of how to improve student's outcomes.

**Reporting to Parents**

Reporting processes are important because they assist the College to determine strategies and actions required for continuous school improvement and develop community engagement to maximise student learning.

**Parent/Teacher Interviews (Beginning of Terms 1 & 3)**

Teachers will provide Parent Teacher Interviews through a formal face-to-face conference with parents and carers biannually - at the beginning of Terms 1 and 3. It is expected that throughout the year, informal meetings will occur with parents and carers as the need or opportunity arises at mutually convenient times. This is to provide incidental feedback, strengthen school/community ties and to ensure that parents are well informed about their child's progress.

During Parent Teacher Interviews parents can expect teachers to:

- Understand their child's individual learning style
- Have a teaching and learning plan in place to cater for his/her needs, weaknesses and strengths
- Possess an awareness of and provide advice on areas for improvement for their child linked to the achievement standards of each subject








**Student Report (Terms 2 & 4)**
Formal reporting to parents/carers occurs through written progress reports issued twice per year, at the conclusion of each semester. Report cards are sent home via email.

Teachers report to parents/carers on student achievement against the relevant achievement standards using a learning portfolio for each learning area/subject. For Prep students a five-point scale is used in reference to the Australian Curriculum.

These are:

- Applying
- Connecting
- Working With
- Exploring
- Beginning

## Students with Disabilities

At Upper Coomera State College, we are committed to enacting the Department of Education's Inclusive Education Policy which enables all students to access and participate in high-quality education and be fully engaged in the curriculum alongside their similar-aged peers.

We do this through co-planning, co-teaching, communication and leading, fostering and modelling inclusive practices. Our team of Inclusion Teachers value respectful relationships, empathy and team work. These values underpin the way in which we work alongside our colleagues in building inclusive practices.

'Inclusive education' means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life daily and is supported by culture and policies.



# FAMILY & SCHOOL
# COMMUNICATION

UCSC is a welcoming and inclusive community where students, staff, parents and local members of the community all work together to make our College a great place to be.

Parents play an integral role in the College and have a wide range of opportunities to be involved in school life. Our website, Facebook page and electronic noticeboards are key tools for informing parents and the wider community of events and celebrations within and outside the college.

**From the School**

To ensure that you always know what is happening in our school, we provide important information through the following:

- School Website - https://uppercoomerasc.eq.edu.au/
- School Noticeboard
- College Facebook Page 'Upper Coomera State College'
- P&C Meetings

**From Your Family**

We encourage you to share any news, concerns or questions with our school.

General events in your family life - such as illness, new babies and visitors - can be a source of excitement or concern for young children and may affect their behaviour. Please let your classroom teacher know of any such events.

Please feel free to discuss any problems or queries with your classroom teacher - especially regarding your child's progress, the school in general or the Prep Program. Teachers will be happy to make appointments for longer discussions.

**Custody & Parenting Arrangements**

Information regarding your family circumstances is essential to help us to understand and support your child while at school. A copy of a Court Order or Custody Order is necessary so that school staff can help ensure the legally designated parent or guardian is the only person who will have access to the student and any of their school information.

**Contacting Staff**

Email: Each teacher at Upper Coomera State College has a Department of Education email address. Please look at our College website or contact the office to ask for this information. https://uppercoomerasc.eq.edu.au/our-college/our-staff



# BEHAVIOUR &

# ATTENDANCE

## Positive Behaviour for Learning (PBL)

All areas of Upper Coomera State College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our College is committed to the Positive Behaviour for Learning process (PBL).

Our Responsible Behaviour Plan outlines systems and processes that promote positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are made clear assisting UCSC to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. All staff and our school P&C have endorsed our agreed school rules.

As part of our Positive Behaviour for Learning process, four core expectations are identified that support the range of teaching and learning contexts in our college: Be Safe; Be Responsible; Be Respectful; Be a Learner.

Upper Coomera State College

### UCSC EXPECTATIONS MATRIX

| | ALL TIMES | INSIDE SPACE | OUTSIDE SPACE | EATING AREA | BEFORE AND AFTER SCHOOL |
|---|---|---|---|---|---|
| I am **SAFE** when I: | • Keep my whole body to myself.<br>• Report problems to a staff member.<br>• Use belongings and equipment appropriately.<br>• Walk calmly and carefully. | • Sit on my chair appropriately.<br>• Enter and exit learning areas with staff permission.<br>• Am cybersafe. | • Wear my sun safe school hat.<br>• Wait for permission to enter play area.<br>• Move to the correct area when the music begins.<br>• Walk in two lines with a teacher. | • Sit in the correct eating area.<br>• Eat my own food. | • Walk straight to my area and sit down.<br>• Walk my bike or scooter on the path.<br>• Follow pick up and drop off routines. |
| I am **RESPECTFUL** when I: | • Speak politely and use kind words.<br>• Wait my turn.<br>• Follow adult instructions.<br>• Wait to be dismissed by a staff member. | • Actively listen to the teacher.<br>• Raise my hand and wait to speak.<br>• Use my inside voice.<br>• Share with others. | • Am kind and inclusive of others.<br>• Keep left when walking on paths. | • Wait my turn at the tuckshop. | |
| I am **RESPONSIBLE** when I: | • Am in the right place at the right time.<br>• Wear my uniform correctly and with pride.<br>• Use toilets properly.<br>• Keep my school tidy.<br>• Accept responsibility for my actions | • Stay on task.<br>• Only use school approved apps and websites.<br>• Follow classroom expectations. | • Line up in two lines.<br>• Play in the correct areas.<br>• Play school appropriate games. | • Put my lunch belongings away. | • Keep my iPad and belongings in my bag.<br>• Hand my mobile phone to the office.<br>• Arrive and leave on time. |
| I am a **LEARNER** when I: | • Am a problem solver.<br>• Try my best at all times.<br>• Ask for help.<br>• Am prepared and ready to learn. | • Complete my work. | • Discuss, agree and follow the rules of a game. | • Follow eating area routines. | |

# Attendance

Every Day Counts is a Queensland-wide initiative focused on improving student attendance. It aims to shift parent, student, and community attitudes about the importance of being at school every day. Achieving this goal relies on shared responsibility between families and the broader community.

The initiative is based on four key messages:

- All children should be enrolled and attend school every day.
- Schools should actively monitor attendance and implement strategies to support regular attendance.
- Truanting can place students in unsafe situations and affect their future employment and life opportunities.
- Everyone in the community has a role in ensuring children attend school regularly.




Reasons such as shopping, visiting family, staying up late, tiredness, or extending holidays are not acceptable reasons for school absences. Research clearly shows that consistent attendance supports higher academic achievement.

Early intervention is the most effective way to address attendance issues.

Reporting Absences If your child is going to be absent, please contact the school using one of the following options:

- Text: 0416 906 149 – include your child's full name, class, date, and reason for the absence.
- Phone: 07 5580 7570 – state your child's name, class, date, and reason for the absence.

If the absence is due to illness, a medical certificate is expected.

Arriving Late Students who arrive after 8:40 AM must report to the P–6 Administration Office to collect a late pass before going to class.




Leaving Early If your child needs to leave school during the day, please visit the Administration Office to obtain a Leave Pass. Students will only be released into the care of a legal guardian upon presentation of the pass.

# GETTING
# PREPARED

**Student Book Packs**
Upper Coomera State College's Student Resource Scheme (SRS) is an optional, cost-effective service that provides Prep students with essential educational supplies. The scheme includes textbooks, stationery, and IT resources such as shared iPads and digital subscriptions, ensuring every child has what they need from Day 1 of Term 1. The school purchases resources in bulk, saving families the time and effort of sourcing items individually.

While participation is voluntary, all parents are required to complete the SRS form—indicating either participation or non-participation—by the due date. Families who opt out must provide all required materials themselves.

**Uniforms**
Our College follows a strict Dress Code Policy to ensure students are easily identifiable, uphold school pride, and maintain a standard of personal presentation. We ask all parents to support this by encouraging their children to follow the College's dress expectations.

The Campus Store at Upper Coomera State College is proudly operated by The School Locker and is located next to the Primary School canteen. It can be accessed via the Primary School car park off Brygon Creek Road or by walking down the College spine from the Secondary School entrance on Reserve Road.

The UCSC campus store supplies all official college uniforms for students from Prep to Year 12. For current uniform requirements, price lists, campus store opening hours and online ordering, please visit our website: https://uppercoomerasc.eq.edu.au/facilities/uniform-shop

**Formal Uniform Fridays**
All Prep students are required to wear their formal school uniform on Fridays. This promotes a sense of pride and unity across the school.

**Hats**
We are conscious of sun safety at our school and recommend applying sunscreen before arrival. Students must wear a UCSC-branded bucket hat when working and playing outside the classroom. Caps are not permitted until Year 7.



# STUDENT
# HEALTH

**First Aid**
Members of our school staff are permitted only to render basic First Aid. This is immediate, temporary treatment given by the staff in case of an accident. Should medical treatment beyond First Aid be required, parents are notified immediately whenever possible and/or the necessary treatment arranged. In case of a serious accident, an ambulance will be called to transport the injured child to a doctor or hospital.

It is understood that it is not always possible to notify parents immediately of action taken. However, every endeavour is made to contact parents as soon as possible.

**Administration of Medications**
Students are not to bring medication in any form into the school, except under the conditions below. Non-prescribed medicines (eg Panadol) are not available in the school, nor will teachers administer them. If it is essential for your child to take prescribed medicine during school hours, the following procedure needs to be followed:

A request must be made in writing to the school by the parent (on the admission form or by note)
The medication is left at the office for security
The medical practitioner's instructions are conveyed to administration in a letter

All medication to be taken by children at school should be brought to the school's Administration Office to be administered under the supervision of the Administration team. Parents must also complete the "Permission to Administer Medication· form. All medication must be labelled in the name of the child with a pharmacy prescribed label. This includes cough medicines, Ventolin and Aspirin, Disprin, eardrops etc.

Parents of children who suffer from any health conditions are to advise the school's Administration Office of details. Details of any children who self- administer approved medication is required (e.g. medications for Asthma, Diabetes and Epilepsy).



# Upper Coomera State College

*Learning Pathways to the Future*

(07) 5580 7555
www.uppercoomerasc.eq.edu.au
137 Reserve Road, Upper Coomera, QLD