



Kids on Queens Parade Child Care Centre &
Registered Kindergarten
476 Queens Parade, Clifton Hill, 3068
kidsonqueens@gmail.com
Ph: 94893405
A.B.N 63914186266

Pirra

Handbook

(4 – 5 Years)



*Pirra is the Indigenous Australian name for
'Moon'*

Dear Pirra Families,

Welcome to the Pirra Classroom, the home of the 4-5 year old Kindergarten program. In this hand book, our objective is to provide you with an overview of your child's goals and aims throughout the Pirra program.

Starting school is a big milestone in a child's development and making sure that your child enjoys Pirra is important in assisting the transition to school. We are looking forward to working with each child and I am excited to be a part of their growth and development.

We aim to spend a significant amount of time establishing our community in the first couple of weeks; as the class becomes more connected we will build our own learning journey.

We invite you to be part of this journey and look forward to you becoming an essential part of the Pirra Room.

Kind Regards,

The Pirra Team 😊

Learning Zones and Curriculum Development

Through careful observation of children in our environment, we determine their interests and respond to these by providing them with multiple experiences to further explore their ideas and extend their thinking. By listening carefully to children we are able to discover areas of interest that are truly meaningful to them and develop learning experiences accordingly. Children are active participants in directing their learning where they have the opportunity to choose which zone they would like to engage in. As educators we scaffold the children's learning by posing questions and engage in discussion regarding their emerging interests.

Developmental Profiles and Assessment

During our days in Pirra, teachers observe and work with children both individually and in large and small groups. We collect information about each child and their developmental capabilities through various means of documentation including anecdotal observations, running records, child portfolios and photographs. Our goal for assessing children is to share each child's experiences in our classroom. We share this information with families via conversations, Facebook, monthly newsletters and the children's portfolios.

Framework

The Early Years Learning Framework sets the highest expectations for every child. It identifies five learning and development outcomes for all children.

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

The Transition Learning and Development Statement

This is the statement that your child's Kindergarten teacher will provide to the Prep teacher. The information in the statement will reflect the 5 learning outcomes identified in VEYLDF and;

- Summarise the strengths of your child's learning and development as they enter school
- Identifies individual approaches to learning and interests
- Identifies how the child can be supported to continue learning.

What to bring

It is important that you pack your child a full change of clothes. If a toileting accident occurs, we would like your child to continue to feel comfortable throughout the day. A full change of clothes includes:

- T-shirt
- Pants
- Under wear
- Jumper
- Shoes/socks
- Gum Boots

- Hats (Weather appropriate)

All items need to be **labelled** clearly with your **child's name**.

It is also important that your child is wearing comfortable and appropriate clothing and shoes for indoor and outdoor play.

We believe in providing opportunities to play in all weather conditions. Therefore, weather appropriate clothing is essential (i.e. jackets, gumboots etc. in cold weather). There is a chance that the children will get messy during their experiences throughout the day, so 'good' clothes aren't advised.

Hats

Kids on Queens Parade is a sun smart centre and as such your child will need to wear a hat during outdoor play from September- April. It is important that these hats either remain at the centre during these months or are brought in each day as no hat means no outdoor play. We provide sunscreen during these warmer months. If your child requires their own sunscreen, please ensure it is sent into the centre during the sun smart months this will be labelled and kept separately.

Toys from home

We discourage children from bringing in toys from home as these things often have a habit of disappearing or being broken. If a toy is brought in to the centre, it is expected that it will be shared with and used by other children.

Instead of children bringing in toys, we encourage them to bring in their favourite books. (Please ensure that all books are labelled and put in lockers)

Parent and teacher involvement.

As parents are the first educator's of your child, we encourage and value open communication and active participation within the room and on excursions. We love having parents come into class to spend time with us, if any parent would ever like the opportunity to come into class to spend time with us please feel free to arrange a time.

As you may not have a chance to talk one on one with me when doing the drop offs or collections, we have a 'communication book' located near the lockers in the Pirra Room, that is checked every morning upon my arrival. This book can be used for any comments or your child's current topic of interests. If you would wish to speak one on one with me, a meeting can be arranged alternatively you can call the centre.

Quindalup collaboration

In the Pirra Room, we share in mealtimes and outdoor play-based learning with Quindalup. This provides the opportunity for children at different ages to engage and communicate with one another. Quindalup and Pirra children have much to offer and learn from one another. The Pirra Room children are viewed as role models and are encouraged to positively guide and assist Quindalup when required such as being the fruit time helper. Each child's developmental and age appropriate needs are met as children are welcome to engage in a learning experience that suits their interests.

Pirra Planning

A monthly calendar is created at the beginning of each month. This calendar highlight key events for the upcoming month- for example, birthdays, ANZAC Day etc. The calendar is placed on the Pirra planning wall to keep them up to date with key events. We aim to promote cultural diversity by celebrating all big cultural events. We place emphasis on events that are of significance to children in our class.

In the Pirra Room we plan learning experiences weekly. Learning experiences are planned based on observations of children's interests and development. Spontaneous learning experiences are also implemented and noted on our weekly planning wall to ensure that children are engaged and that their current and developing interests are planned for.

Portfolios.

A portfolio is a collection of your child's ideas, artworks, photos, learning stories and other information that provides a detailed record of your child's progress and development throughout the year. Each child's portfolio is unique, as each child's age, level of development and interests are different. These portfolios allow the children to feel a sense of pride and ownership of their work. Only you, your child and the staff have access to your child's portfolio. It is hoped that the portfolios become a treasured memento of your child's time at Kids on Queens Parade.

Pirra Daily Routine

6.30am-8.30am Breakfast/Family transition time

7.45am-10.00am Outdoor play

10.00am-10.20am Circle Time

10.20am-10.50am Indoor Play-based learning

11.00am-11.30am Lunch Time

11.30am -2:00pm Outdoor play-based learning

2:00- 2:20 Circle Time

2.10pm- 2.20pm Afternoon Tea

2.30pm- 3.45pm Indoor Play-based learning

3:45pm- 4:00pm Circle Time

4:20pm -4:30pm Sandwich Time

4.00pm- 6.30pm Outdoor Play