

2026

Early Learning Handbook



HAILEYBURY
RENDALL SCHOOL

ACKNOWLEDGEMENT OF COUNTRY

The community of Haileybury Rendall School acknowledges and pays respect to the Traditional Custodians of the Land on which it is based, the Larrakia People, and pays respect to the Elders — past, present and future.



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About Haileybury Rendall School

At Haileybury Rendall School we are dedicated to creating a nurturing environment where 'Every student matters every day'.

Vision

As part of the Haileybury system of schools, we aim to be recognised as a great world school, but more locally, to be recognised as the best school in Northern Australia.

The Early Learning Centre aims to be a leading example of quality education in the early years through the provision of a stimulating play-based program that equips children with a set of skills, understanding, learning styles, social competence and emotional wellbeing that will serve them well into the future.

Mission

To develop high-achieving students who are connected globally, to each other and to the communities in which they live and which they will serve.

Structure and governance

Principal Approved Provider – Andrew McGregor

Head Of ELC Educational Leader and Nominated Supervisor – Michelle Shaw

Leadership Team – Daniel Nicholson, Kaushi Raigama, Moniba Malik and Tanya Maynard.

Early Learning Centre Educators

All of our educators/teachers (permanent and casual) have relevant approved qualifications and our teachers are registered with the Northern Territory Registration Board.

Compliance

Quality improvement plan (QIP), Policies, procedures and information regarding Law, regulations and National Quality Framework,(NQF).

Quality Education and Care NT contact details and HRS management structure, fees and business notice are available in the ELC foyers for viewing and input or can be emailed or provided on request.

Introduction to Early Learning

Early Learning is a term used to describe education and care environments catering for students from ages three to five. This is an integral development period of childhood where the young brain is ready to learn and absorb while it is still developing. It is a period of physical, emotional and intellectual development. Children who attend the Early Learning Centre (ELC) will be learning in an environment where pastoral care is central to all else. Each child's worth as an individual and as a community member is valued. Each child learns at a different rate and in a different way: therefore, the Early Learning Centre educators strive to meet every child's needs and interests. Every child's self-esteem and confidence is fostered and supported, as we believe these factors are the key to success in any learning environment. At Haileybury Rendall School, children are challenged to achieve their personal best. They are encouraged to participate and expand their horizons as they begin their educational journey. Through individual and group planning, firm foundations are laid for future learning experiences and behaviours.

ELC philosophy

At Haileybury Rendall School, our values of trust, unity and respect underpin the trusting and collaborative partnerships we foster with every family and child. We promote the best outcomes for every child's development, wellbeing and ongoing education.

We foster the knowledge and skills necessary to become empathetic and respectful participants in the diverse communities in which we live. We connect to our community and are committed to embedding and celebrating cultural competence that extends beyond the classroom.

We believe in building sensitive and responsive relationships with children and families as we work together to foster a culture of connectedness and belonging.

Interactions with children are underpinned by the Early Years Learning Framework. We embed play-based philosophies, intentional teaching strategies and reflective planning throughout our high-quality learning environments. Our practices, daily interactions and beliefs are underpinned by child safe standards.

Trust



Respect



Unity





ELC program features

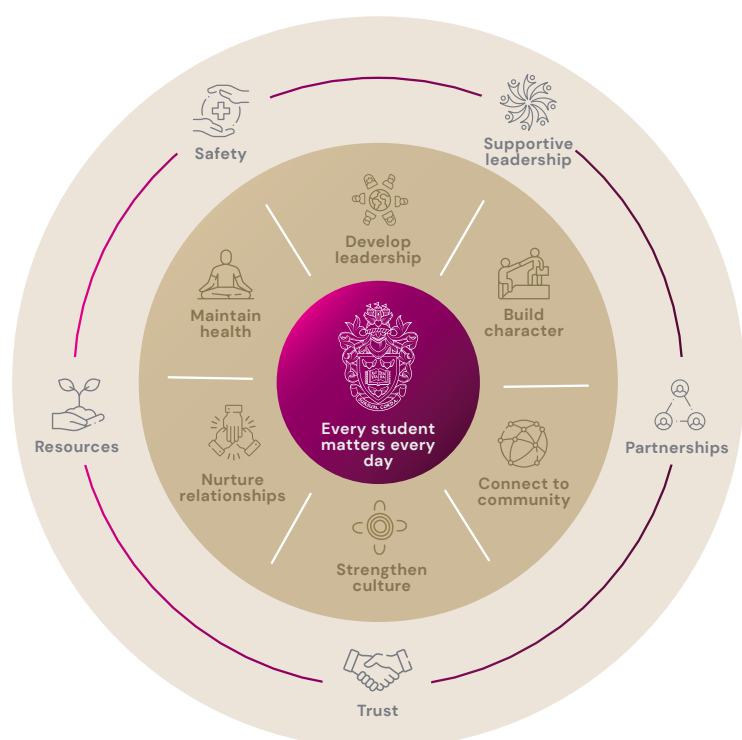
Health, wellbeing and personal development

Haileybury Rendall School values the health and wellbeing of its community. Our Pastoral Care program provides strategies and support to enable children to develop a sense of personal worth. At the Early Learning Centre, our highly skilled educators focus on the holistic development of each child and create a program that provides for the different backgrounds, rates of maturity and experiences of all children. They aim to nurture children and assist them to develop to their fullest potential.

In the Early Learning Centre, the Lead Educator is the key person and the major point of contact for parents. Each educator is supported by the Head of Early Learning Centre and the Principal, if required, to ensure each child's journey through the Early Learning Centre is as nurturing and positive as possible. The aim is to develop strong partnerships between the Early Learning Centre, parent and child.

Supporting all students at Haileybury Rendall School is a Student Counsellor. The Counsellor assists in working through individual student issues in partnership with parents.

Our School Nurse assists Early Learning Centre staff with student health issues if required.



Haileybury Rendall School Health and Wellbeing Framework

Haileybury Rendall School House system

In our Early Learning Centre, students are divided into four Houses. House-related activities form an important part of the school life and generate excitement and atmosphere before, during and after an event. The activities cover a range of events across Sport, Creative Arts, Performing Arts, fundraising activities and other co-curricular activities.

House activities also encourage a cross-age social network for all school students. The Early Learning Centre students participate in a range of events throughout the school year. This gives them insight and introduction into the Haileybury Rendall School House system, and it provides an opportunity to develop House spirit and foster relationships with other students in the same House throughout the School.

Teaching and Learning

Early Years Learning Framework

The Early Years Learning Framework (EYLF) is the national curriculum set out by the Council of Australian Governments, which ensures professionals and parents achieve the best learning and developmental outcomes for children. The EYLF has principles, practices and outcomes essential to supporting and enhancing young children's learning. Educators at Haileybury Rendall School use this framework to ensure children are engaging in quality Early Childhood Education.

National Quality Standards

The National Quality Standard (NQS) sets a national benchmark for the quality of Education and Care Services. It also gives services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. The NQS is a key aspect of the National Quality Framework. It brings together the seven key quality areas that are important to outcomes for children.

More information on the Australian Children's Education and Care Quality Authority can be found here:

www.acecqa.gov.au

“Every student matters every day”



Children's learning and progress

Documentation in the form of observation of children and extensive record-keeping allows us to build and share with families the portfolio of the learning journey of their child.

Documentation typically includes samples of the children's work at different stages of completion: photographs showing work in progress; comments written by the educators or other adults working with the children and children's dialogue, comments and explanations of intentions about the activities.

High-quality documentation of children's work and ideas contributes to the quality of an Early Childhood program as well as relationships with families.

The Learning Journals reflect the children's individualised program, and the documentation is written to reflect all areas of development and curriculum.

Learning journals and reporting

A key component of the Early Years Learning Framework is the assessment and reporting of our students. The way we report on the children's progress reflects the learning outcomes of the framework. The Learning Journals received at the end of each year are a collection of documentation, photographs, artwork and comments that provide an outline of your child's year.

Families will have an opportunity to view these journals and contribute to them throughout the year. We want to create a genuine shared folio among educators, children and parents, providing a more meaningful insight into your child's day and into our role as educators. Transition statements are provided to each student at the completion of their year.

Parent-Teacher Interviews

Parent-Teacher Interviews are held throughout the year. The interviews provide an opportunity to extend and explain the work highlighted in the five learning outcomes of the Early Years Learning Framework and provide a forum for discussion about the progress of each child. During the interview, parents and teachers jointly review the progress of each child and set goals for future learning.

Reception – 3 years old

As children commence in Reception, they are welcomed into an environment that is supportive of their individual needs and interests. They join the Haileybury Rendall School community alongside a group of children who will quickly become their friends, supported by educators who will ensure their social and emotional wellbeing is always a priority. Each child is given the time, space and opportunity to feel comfortable, safe and secure in their new environment. The educators work closely with each child to ensure their goals are encouraged in a nurturing educational setting. Our educators create an environment that is reflective of the needs of three-year-old children, while always providing challenges and opportunities for future learning.

Play is at the centre of all we do and is a key component to each child's health, growth, development and understanding. Seeing, hearing, touching and experiencing is how children learn best. It is through a combination of intentional and incidental teaching moments that the educators develop each child's competency in all five of the Early Years Learning Framework outcomes.

Preschool – 4 years old

In Preschool, we provide young children with the opportunity to engage in meaningful play-based experiences within a natural caring and educationally stimulating environment. We provide learning opportunities that build upon each child's strength while challenging them to explore their potential. Children are encouraged to ask questions as they develop an understanding of their world, while learning to live and play happily and purposefully with others. Planned opportunities to participate in Literacy, Numeracy and Specialist programs are additional elements in our week designed to extend children's level of understanding and concept knowledge.

The educators focus on each child's potential to develop skills and abilities. Opportunities exist daily for both intentional teaching and spontaneous learning through play. This ensures that children are competent and capable learners who have a clear understanding and connections to their sense of self, community and how to care for the world around them.

Early Learning curriculum

Literacy, Numeracy, Science, Art and Auslan

A feature of the Early Learning curriculum at Haileybury Rendall School is the Literacy program, where phonic sounds and letter names are learned through a multi-sensory approach. We utilise a combination of resources from Jolly Phonics and Little Learners Love Literacy in our teaching practice and curriculum design.

To complement the Literacy program, the ELC has incorporated Auslan into its curriculum. The Auslan program is provided in a fun and engaging play based learning environment that focuses on exposing students to as many letters, numbers, signs, symbols and sentences as possible.

The Numeracy program has specific outcomes based on number value, numerals, classifying, sequencing, addition, subtraction and predicting. These concepts are incorporated into the play-based activities through a variety of manipulative resources, game, and open-ended experiences for self-motivated learning.

Our Early Learning Centre educators value the ability to create strong foundations for children's future learning. A Science curriculum, with a focus on providing children with the opportunities to expand their thinking and develop an understanding of scientific concepts and vocabulary within their everyday program is embedded within the daily program. The curriculum supports children to gain skills leading to reasoning, analytical thinking and problem-solving abilities and encourages them to develop an attitude of inquiry and make their own discoveries. The Science curriculum incorporates Life, Earth and Physical Science areas.

My Kinder Moments app

The ELC uses the My Kinder Moments (MKM) application as a convenient platform to disseminate news, photos, updates and noteworthy events. This serves as an extra feature alongside the digital portfolio documentation, enabling parents to effortlessly access and keep track of their child's photos and memorable experiences.

Specialist classes

Specialist classes are timetabled for Early Learning Centre students each week. Parents receive a timetable outlining which days the Specialist classes will run. The classes offered include:

- > Music
- > Mandarin
- > Physical Education
- > Library
- > Science
- > Literacy/Jolly Phonics
- > Numeracy
- > Creative Arts
- > Auslan
- > Social Thinking and Child Empowerment

Incursions and excursions

The curriculum includes a variety of incursions and excursions during the year. Incursions occur at the centre and involve special visitor activities to enrich our learning activities. Examples of this include, Ambulance, Police and Fire services, and Hector the Cat, where the children can acquire additional knowledge relevant to the topic of learning that is occurring.

Excursions allow the children to experience the community and what is available that can also complement their learning experience. Territory Wildlife Park, Botanic Gardens, museums, libraries, beach, parks, local businesses and community venues are some of the excursions that have been included in the program. Parents are invited to volunteer and require current Ochre Cards.

Inclusion and support

Each student learns differently and has different needs for optimal learning. The primary mode for catering for the individual in the Early Learning Centre is to have student-centred learning. The Inclusion and Support department in our Early Learning Centre recognises that the academic, social and emotional needs of students may be different from their peers. Students, parents and staff are involved in a collaborative process for developing differentiated programs that best support the learning needs of the child in an inclusive class environment.

Early Childhood Australia NT facilitates the Inclusion and Support program for long day care funded centres. This program is available for the centre to access and work collaboratively with to assist children who may require additional support. The program offers support in varying ways, including, mentoring, training and additional staffing where appropriate.

Life in the ELC

Arrival and departure

Our policies put each child's safety first. The attendance books are placed in the ELC foyer for you to sign your child in and out of the ELC each day. Children must be collected from the ELC by the adult/s nominated on their enrolment form. Please remember that once you have signed your child out, they are your responsibility. Please let staff know if you are running late for pick up, so we can reassure children and inform them of any change in plans.

The routine is flexible and caters for children's needs, interests and goals. Prime learning time and structured programming occurs between 8.30 am and 3.00 pm every day. It is therefore important to have your child at the Early Learning Centre by 8.15 am to allow for settling in and preparing for the day's learning.

QikKids Kiosk

QikKids (QK) Kiosk is the digital sign-in-and-out system for parents/guardians to drop off or pick up their children. This ensures you receive your funding and register information from Centrelink. You will need to create your personal PIN to use the QikKids system. Educators are available to assist you with this. Please remember that you also need to sign in and out via the attendance book, as this helps us record the number of children in attendance and is used for evacuation purposes.

Timetable and routine

The Early Learning Centre operates 50 weeks per year from 7.15 am to 5.45 pm Monday to Friday except public holidays or notified school closure days.

The routine is flexible and caters for children's needs, interests and goals. Prime learning time and structured programming occurs between 8.30 am and 3.00 pm every day. It is therefore important to have your child at the Early Learning Centre by 8.15 am to allow for settling in and preparing for the day's learning.

Communication

Education is a partnership between the child, family and school. We believe that, especially in the early years, it is vital that home and the school work together to ensure your child's experiences are happy enriching and rewarding. We

encourage you to speak with your child's educators if you have a concern or wish to seek more information.

The Head of Early Learning and Lead Educators in each classroom use email and the MKM app to send correspondence and regular updates, keeping you abreast of the current happenings at your child's school.

Easily accessible in the front foyer/entrance for your information are the Prospectus, information books, parent resources, ELC brochures and links to the Education and Care Services Regulations and National law.

The sign-in kiosk in the foyer may also display a message of importance for you on any given day and the School produces a regular whole school newsletter which the Early Learning Centre is featured.

Special events

There are various special events that parents and families are invited to be part of. It is an opportunity to meet other families from the Early Learning Centre and the wider School community in many instances. These events include but are not limited to:

- > Parent Cocktail Evening
- > Mother's Day Breakfast and activities
- > Father's Day Breakfast and activities
- > Grandparent's Day High Tea and activities
- > End of year concerts
- > Special assemblies and performances
- > Sport events
- > Family Film Night & Quiz Nights

Wellness time

In our daily routine, the children have a rest following lunch. This brief respite plays a crucial role in providing them a break from their busy day before resuming their activities. We provide support and reassurance to ensure their safety and comfort during this time. After approximately 20 minutes, we offer quiet and suitable activities for those who don't fall asleep. Our aim is to create a serene and cosy atmosphere, encouraging those who require sleep to do so while granting others the opportunity to have a restful experience before continuing with the rest of their day.

Lunch boxes and ELC menu

Nutritious lunches and snacks for your child are encouraged. Items such as lollies and chips are strongly discouraged, and we ask that your child has at least one serving of fresh fruit and/or vegetables each day. Water is highly recommended; it should be in a reusable drink bottle and must be clearly named. Glass bottles are not permitted in the ELC.

Commencing in 2026

The orientation process plays an essential role in helping children feel comfortable, confident, and ready for their start in the ELC. Through personalised orientation sessions and our Up Day program (November–December 2025), each child and their family are supported in a way that acknowledges their unique needs and strengths.

To ensure a smooth and positive transition, families may choose for their child to attend shorter days during the initial weeks. This flexible approach gives children the time and space they need to settle in, build relationships with educators and become familiar with the ELC environment.

Child-safe school

At Haileybury we have zero tolerance for child abuse. We are bound by national law to follow and uphold our policies and procedures as necessary. Children's safety and wellbeing is a priority at the ELC, as we believe that safety and wellbeing are fundamental to every child's development and capacity for learning.

The Head of ELC is the Child Safety Officer and is available to discuss our child-safe standards, procedures, practices, and policies.

Please be aware that children's images are only taken using Haileybury managed devices, and the use, storage and deletion of all images is governed by stringent policies. To safeguard our children's privacy we ask that parents do not use their personal devices to take children's images within the ELC, or during ELC events.

Health

Illness policy

Children must remain at home if they are unwell. If you are in doubt about your child's health, please keep your child at home. Gastric upsets, impetigo, conjunctivitis, coughs and colds are most infectious and for the sake of your child and the ELC community, we ask for your cooperation. In the case of a gastric upset, at least 48 hours should have elapsed since the last loose bowel motion or attack of vomiting by any family member before your child returns to the ELC.

If your child has a fever, they must not attend the ELC until at least 24 hours after the last high temperature was recorded. Children should not attend the ELC if they have been given Paracetamol or Ibuprofen, as it can mask symptoms of children who are unwell and should remain at home.

Please notify us if your child or family member has an infectious disease as soon as possible so we can notify parents to be aware of symptoms. During term time there is a School nurse on the premises who will assist with accidents or illnesses. All ELC educators hold current first-aid qualifications.

Exclusions

According to regulations and Staying Healthy in Childcare guidelines there are exclusion periods for certain illnesses. Please speak with the HOELC if you wish to clarify any specific information.

Health record (Medication, illness and accidents)

In the event of your child becoming ill or seriously injured during their time in the ELC, we will notify a parent/guardian as soon as possible.

If we are unable to contact either parent or the child's guardian/s, an emergency authorised contact person will be telephoned to collect the injured or sick child. All injuries and illnesses are written into an accident book, which must be signed on collection of the child.

Medication, if required to be administered at School, needs to be clearly labelled with the child's name and dosage. A form needs to be completed for the administration of medication. Any medication must be handed to an ELC educator on arrival at the ELC.

Please keep up to date with your child's immunisation schedule and update their immunisation information via the myHaileybury app. Please provide a copy of any updated immunisation certificates to your Head of ELC.

Contact us

For further information about Haileybury Rendall School please contact us on the following:

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