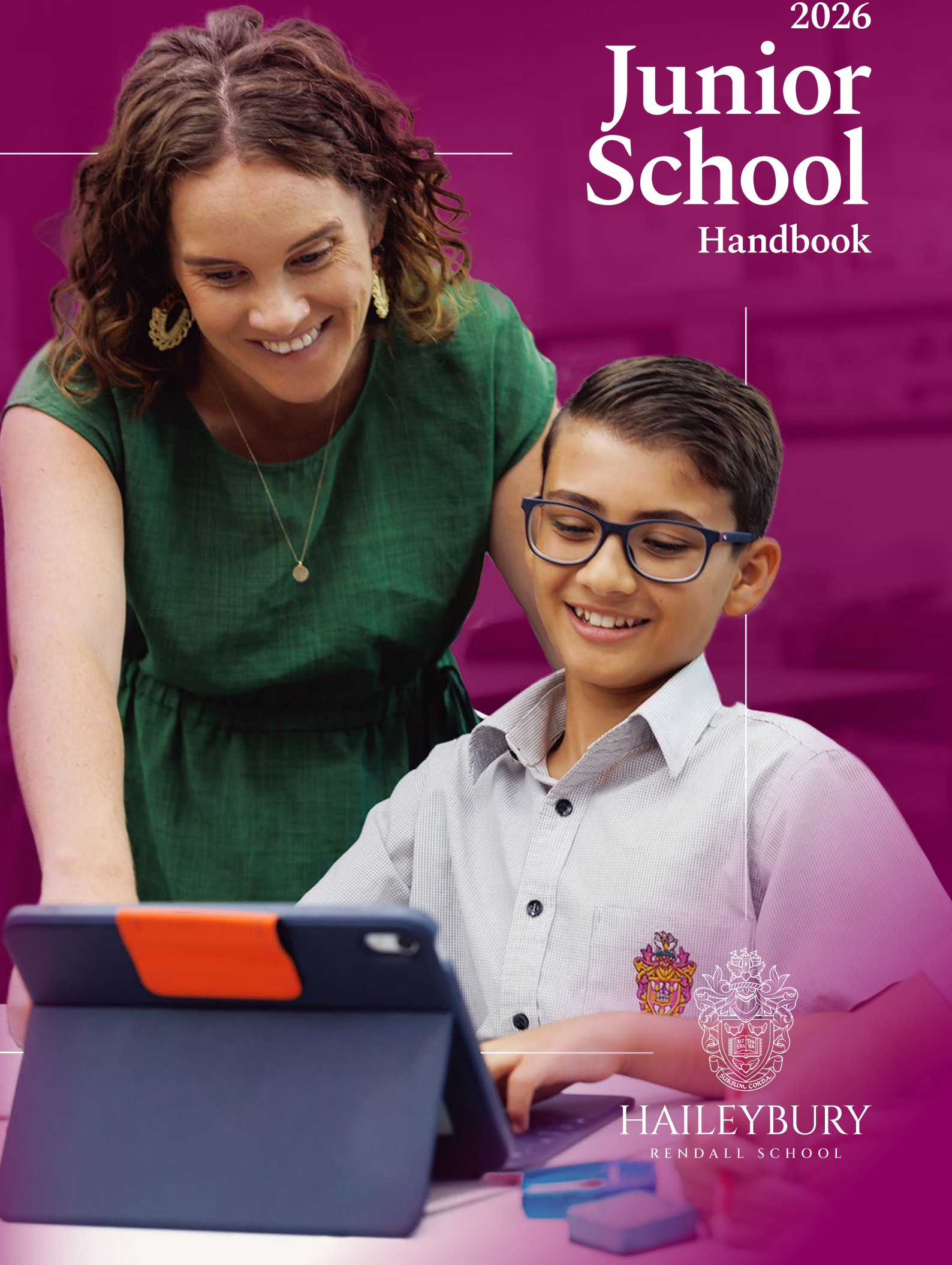


2026

Junior School

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 and present.





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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

To be recognised as a great world school.

Mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.

Introduction to Junior School

Students who attend Haileybury Rendall School in primary-age classes (i.e. from the first year of formal education to the entry into secondary schooling) are part of our Junior School. We recognise individual differences and support children to reach their full potential. Our programs aim to build strong foundation skills to ensure success in future academic studies. Students are encouraged to work in both cooperative and individual situations.

The Junior School learning program has a very strong emphasis on Numeracy and Literacy. Both are taught in an explicit and formal manner, and supported by close monitoring of student progress to ensure every student is achieving their potential. Students learn, develop and apply a wide range of increasingly complex and sophisticated skills during the Inquiry (Transition – Year 4), Humanities (Years 5–6) and Health (Transition – Year 6) programs. An atmosphere of trust and mutual respect is fostered across the Junior School, where pastoral care is the central component. Teaching programs meet the needs and interests of students and develop their self-esteem and confidence.

Students are challenged to achieve their personal best in whatever they undertake. We endeavour to foster a love of learning, engender excitement and anticipation, and bring about a commitment to all-round excellence. We believe that education is a process rather than a product and should be seen as a continuum that develops the mind, the body and the spirit.

Children learn together at school, and structures within Junior School provide for the needs of students in co-instructional groups. The students are actively encouraged to accept and develop leadership skills within the classroom and the wider School community.

As students progress through the Junior School years, they are expected to demonstrate growing independence and are encouraged to take increasing responsibility for themselves and their learning.

Junior School structure

Transition and Years 1–6 are the years of our Junior School. Typically, students turning six are in Transition classes, with most students aged 11 or 12 when they progress to Middle School.

Transition is a particularly important year in the Junior School, with many new students and families joining the Haileybury Rendall School community, and current students transitioning from the Early Learning Centre. Strong themes at the beginning of Transition are orientation and welcome. Students across all year levels have a strong relationship with their class teacher, and this is especially true of our youngest students. Class teachers provide instruction in all Literacy, Numeracy, Inquiry, and Social and Emotional Learning lessons. There is an extensive orientation program for students entering Transition during Term 4 of the preceding year. Students who join us at other year levels are well supported throughout this process. All current and incoming Junior School students participate in 'Up Day' late in the year, a day where they spend a full day working with different teachers and students to ensure they are familiar with routines and expectations prior to the start of the year.

Junior School program features

Health, wellbeing and personal development

Giving focused attention to each individual student's health, wellbeing and personal development is central to all we do. Building strong, supportive and nurturing relationships is essential in our daily practices and provides the foundation for our students to develop and thrive in a complex and everchanging landscape.

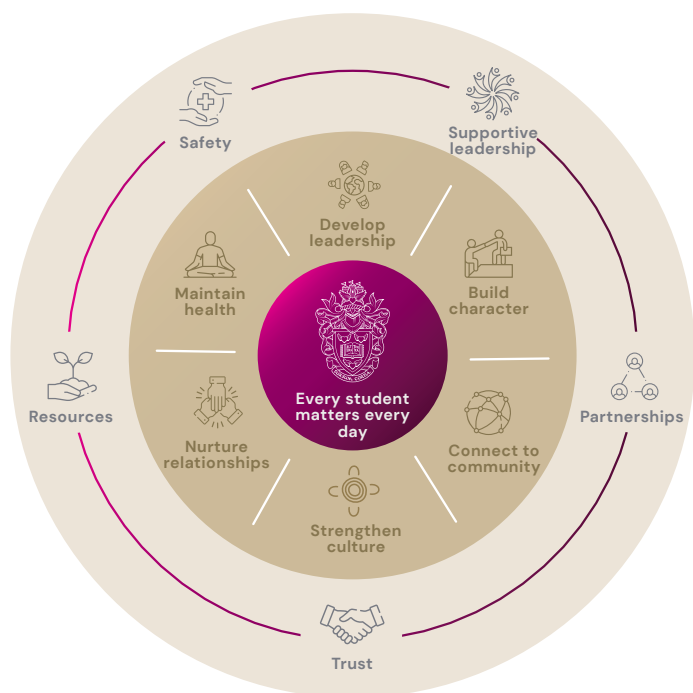
A pre-requisite for effective learning is that students are happy and confident within their School environment. For Junior School students, this means having teachers they respect and a network of friends with whom they enjoy interacting. Students are supported in establishing friendships and are provided with many structured opportunities to make new friends and interact positively with others. All staff play an

active role in nurturing students to flourish, supported by clear policies, processes and programs.

Our teachers are very aware of the importance of their relationship with the students they teach. All teachers appreciate that, to gain the best academic results from the students, they must develop a climate of trust and respect in their classrooms.

Our Health and Wellbeing Framework is supported by extensive and research-based Personal Development programs that are sequential in nature. The curriculum is carefully planned to meet all stages of growth, ensuring topics are age-appropriate and meet the evolving needs of all students.

Our priority is to develop, build and strengthen the capabilities of our students to ensure we live out our guiding principle that 'Every student matters every day'. Ultimately, students will have the knowledge, understanding and skillset to be confident learners who succeed throughout the remainder of their schooling and in later life.



Haileybury Rendall School Health and Wellbeing Framework

Pastoral care

The class teachers are at the core of all Junior School students' school lives. They have primary responsibility for both the wellbeing and education of students within their classes. The class teachers are the first point of contact for parents/guardians, who are encouraged to email, phone or write a note in their child's School diary when they have any information they wish to share. Class teachers:

- > Monitor the students' wellbeing
- > Oversee the students' academic progress
- > Establish a strong professional relationship with the students

- > Know the students' interests, strengths and weaknesses
- > Monitor the students' diaries
- > Communicate with families, as appropriate
- > With the students, develop strategies to assist them to be successful at School.

Wellbeing Coordinators support the class teachers with wellbeing or behaviour-related concerns that students may experience. Families may also contact the relevant coordinator as required.

Other key pastoral personnel

At times, other Haileybury Rendall School staff will assist in resolving student wellbeing issues. This may include the Deputy Head of Junior School, the Head of Junior School and the Deputy Principal – Wellbeing. Occasionally, for more serious or sensitive issues, the Deputy Principal or Principal may become involved.

A School counsellor is available to support all students. The counsellor assists students individually and, at times, in small groups. Parental/guardian consent is sought prior to any students meeting with the counsellor.

The School nurse and the Junior School Administration Assistant oversee all minor first-aid concerns. The School nurse oversees administration of all medication and manages any notable student health issues throughout the day.

House system

All Junior School students are assigned to one of the four Houses. House-related activities form an important part of School life and generate excitement and camaraderie before, during and after an event. The activities cover a range of events across Sport, Creative Arts, Performing Arts, fundraising activities and a myriad other co-curricular activities. All students are expected to participate in all House carnivals throughout the year. House competitions and events occur throughout the year, with at least one House gathering or event per month.

The House program provides a valuable opportunity for students to interact across different age groups. Active participation within such a vertical structure has been found to positively influence students' sense of belonging.

Top End Regional Sport

Top End Regional Sports days provide numerous sporting programs and pathways for students through the provision of a range of opportunities that promote and educate students about responsibility, teamwork, communication, self-confidence and achievement. Gala days in a variety of sports are well attended by our Junior School, with students from Years 4, 5 and 6 eligible to attend. The focus of these days is to support and build upon the skills learned in the School setting and to further develop and improve students' abilities through match play.

Top End Regional Sport also run the trials, selections, training and development of teams participating in the School Sport NT (SSNT) Championships and Development Camps. Students are selected through after-school trials, and successful selection sees students representing the region at SSNT events.

Several students each year use this pathway to gain representation in Northern Territory teams to then compete at School Sport Australia events.

Teaching and Learning

Academic excellence

A goal for all Junior School students is to achieve their personal best in all pursuits. Strong emphasis is placed upon students achieving personal excellence in their academic studies in particular.

Engagement and relevance

Haileybury Rendall School students are exposed to a highly motivating, relevant curriculum that is delivered in evidence-based and engaging ways. Lessons are typically fast paced and interactive. The Six Givens underpin all classes within the Junior School.

Six Givens

The Six Givens underpin all aspects of the Junior School educational experience at Haileybury Rendall School. These are posted in each classroom and those relevant to students are reinforced regularly with them. The Six Givens are:

Relationships

In a highly effective classroom positive and respectful relationships are critical. All members of the community should feel valued.

High expectations

Expectations set the standard and shape the path for what students achieve. Our high standards are not limited to year-level curriculum expectations. If the bar is too low, student engagement and learning outcomes are low. With high expectations, effective scaffolding and quality teaching, students are engaged in their learning and consequently achieve more.

Presentation

Student work is expected to be neatly presented. Even students in their first year of School can rise to the standards of handwriting and presentation if these are set and reinforced.

Correction

Feedback, both verbal and written, is integral to effective learning. Teachers provide feedback on learning behaviours and work presentation, providing recognition of student successes while scaffolding continued growth in the identification of the next steps in their learning.

Display

Displays in all Junior School classrooms are very structured, displaying student work, core guidelines and values, and student reference material.

Tone

A safe, focused and positive tone facilitates learning. Routines within all classes are specifically designed to maximise teaching time and allow for focused and productive learning. These are applicable when working as a whole class, with a partner, in a small group or independently.

Timetable

The School timetable across all year levels has four six-period days with each period being 50 minutes. All of these days begin with a short Tutor Group session. Students attend two classes before recess, two between recess and lunch and two after lunch. Wednesdays are the exception: students have seven periods of 45 minutes and no Tutor Group session. There are three periods before recess on Wednesdays.

Every School day begins at 8.35 am. Transition to Year 4 classes conclude at 2.45 pm. Years 5 and 6 classes conclude at 2.50 pm. School buses are available for exclusive student use throughout Darwin and the rural areas. This service is offered by the NT government, with new routes and stops being added on a needs basis.





Inclusion and support

Each student learns differently and has different needs for optimal learning. The Junior School's Inclusion and Support department recognises that the academic, social and emotional needs of students may be different from their peers. Parents/guardians and staff, with student input as appropriate, collaborate regularly to develop and maintain differentiated programs that best support the learning needs of the child in an inclusive class environment.

The Inclusion and Support department also determines adjustments for those students who are highly capable academically. This, too, is achieved through collaboration, in-class support, specific enrichment lessons and an extensive extra-curricular program. The Inclusion and Support department works with teachers to effectively differentiate the programs offered and assists in making referrals to, and enacting recommendations of, community professionals as appropriate. The department works with Junior School teachers to develop and implement Individual Support Plans (ISPs), Students Learning Profiles and/or Education Adjustment Plans (EAPs) for students.

Junior School curriculum

The Junior School years have a very strong focus on explicit instruction in Literacy and Numeracy. Other areas of the curriculum are delivered through Inquiry (Transition – Year 4) and Humanities (Years 5 and 6), and the extensive specialist program, which includes specific lessons to develop intra- and inter-personal skills.

The Inquiry program in Transition to Year 4 emphasises thinking skills and has a particular focus on the academic disciplines of Science, Health, History and Geography. While this is delivered through Inquiry units, the importance of each contributing discipline is maintained and used as the basis of reporting and assessment. Specialist lessons are provided in Visual Arts, Chinese, Computer Science, Drama, Music and Physical Education.

In Years 5 and 6, the academic program becomes more discipline based, with students having more time allocated to specialist subjects. Science and Humanities are taught as discrete subjects. Students in these year levels also participate in all the specialist programs afforded to their younger counterparts.

Core curriculum

The Junior School Academic Program has the following subjects taught at all levels:

- > Inquiry
- > Literacy
- > Numeracy
- > Social and Emotional Learning
- > Chinese
- > Physical Education
- > Drama / Music (semesterised)
- > Visual Arts / Computer Science (semesterised)
- > Science.

Students in Transition to Year 4 also undertake studies in Inquiry. Students in Years 5 and 6 also study Science and Humanities.

Subject period allocation for students in Transition to Year 4

There are 62 lessons per fortnight that consist of the following subjects:

- > Literacy
- > Numeracy
- > Inquiry
- > Social and Emotional Learning (SEL)
- > Chinese
- > Physical Education
- > Computer Science
- > Visual Arts
- > Music
- > Drama
- > Science
- > Library
- > Assembly
- > House time or Buddies.

Subject period allocation for students in Years 5 and 6

There are 62 lessons per fortnight:

- > 16 periods of English
- > 15 periods of Maths
- > 4 periods of Science
- > 4 periods of Humanities
- > 4 periods of Chinese
- > 4 periods of PE
- > 4 periods of Computer Science 4 (for one Semester)
- > 4 periods of Visual Arts 4 (for one Semester)
- > 4 periods of Music 4 (for 1 Semester)
- > 4 periods of Drama 4 (for one Semester)
- > 2 periods of Thrive
- > 2 periods of Assembly/ House Activities
- > 2 periods of Health
- > 1 period of Library

Reporting

The progress of Junior School students is regularly reported on in our Continuous Reporting program. This allows timely feedback for students and their parents/guardians, rather than the more traditional bi-annual end-of-semester reports. Feedback on student learning is directed to the student and feedback on student learning behaviours is also provided. Student participation in whole-School and co-curricular activities is also reported on. The aim of these is to inform parents/guardians of student progress and provide constructive feedback on areas of improvement.

Formal Parent-Teacher Interviews occur twice a year: late in Term 1 and during Term 3. These meetings provide the opportunity for parents/guardians, the student and teachers to share information to assist the student to progress their learning. In addition, interviews are conducted as required.

Dates for Parent-Teacher Interviews are published early in the School year. Haileybury Rendall School recognises the challenges of Aboriginal and Torres Strait Islander parents/guardians in remote communities attending Parent-Teacher Interviews and, therefore, teachers email or phone these parents/guardians with a report of their child's progress.

Parents/guardians are encouraged to make regular contact with teachers whenever they have any concerns.

Outdoor Education program

The Outdoor Education program is a set of student experiences that become progressively more remote and challenging each year. The program seeks to create independent, capable and environmentally aware young adults who can work as a group to overcome physical and mental challenges in remote environments.

The key pillars of experiential learning across the School are:

- > Grit
- > Compassion
- > Resilience.

Participation in the Outdoor Education program is compulsory. These experiences are integrated into School life in a variety of ways. They present opportunities for students to share cross-cultural experiences and be challenged physically, psychologically, emotionally, socially and spiritually. Information regarding the specific dates for camps is disseminated to families before the start of the School year. These camps may vary depending on circumstances.

Year 5: Group Challenge

Our Year 5 School camp is all about spending time with each other and building relationships. We challenge our students to engage with each other and all chip in to get things done. From learning how to set up a camp, cooking as a group on camp stoves and cleaning up, to getting packed and ready for the next activity, it is our students who are hands on and making things happen. The program is filled with initiative games that are designed not only to challenge and give students the chance to take the lead but also to learn about the value of giving those around them support and encouragement, all the while having fun and completing tasks together. This camp sees our students spending two nights sharing a tent with other students in a bush setting with basic amenities.

Year 6: Adventure Bound

Two nights away on Adventure Bound is the pinnacle of our Junior School Outdoor Education program, where students are given the opportunity to try their hand at a variety of challenges. The Adventure Bound program and Camp Wallaroo have activities that include abseiling, high-ropes courses, rock climbing and zip-lining. These activities have different levels of challenge and require different skills. Our students are introduced to our concept of 'challenge by choice' and a strong emphasis is placed on safety, paying attention to procedures and learning about taking the risk out of challenge. This trip is all about giving our students the confidence to be safe, take on the challenges they are comfortable with and gain an understanding of what their own capabilities are. With basic amenities, camping in tents and group cooking, they revisit the outdoor skills they have built over previous years, and look forward to heading out on extended outdoor journeys in Middle School.

Contact us

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

Admissions office

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Head of Junior School

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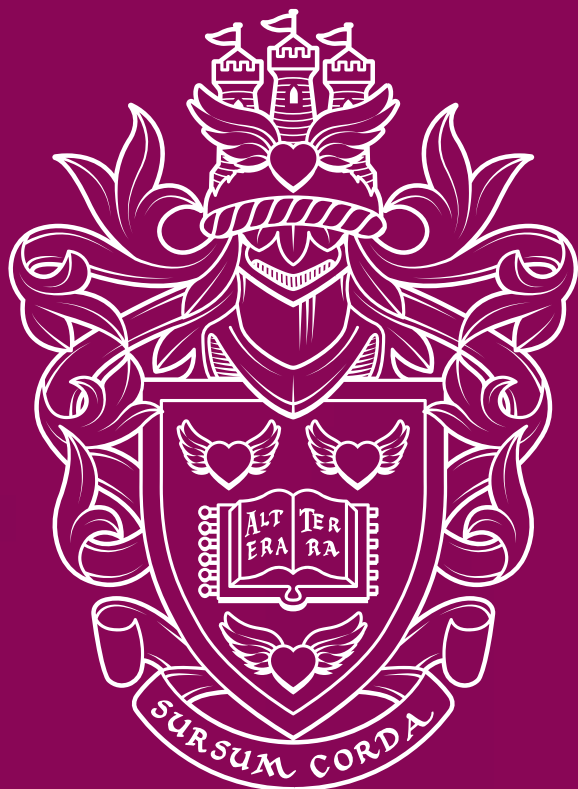
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