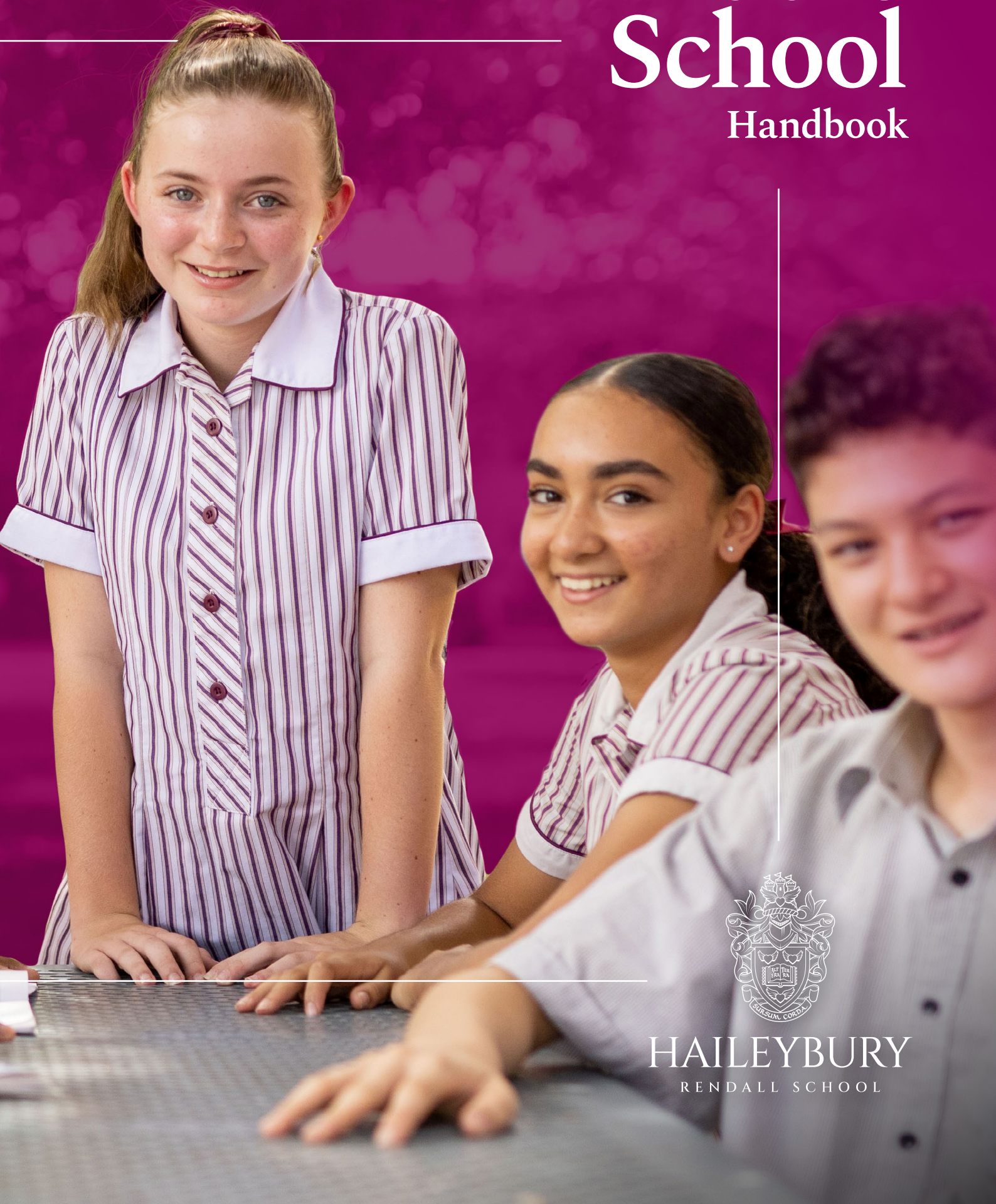


2026

Middle 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.

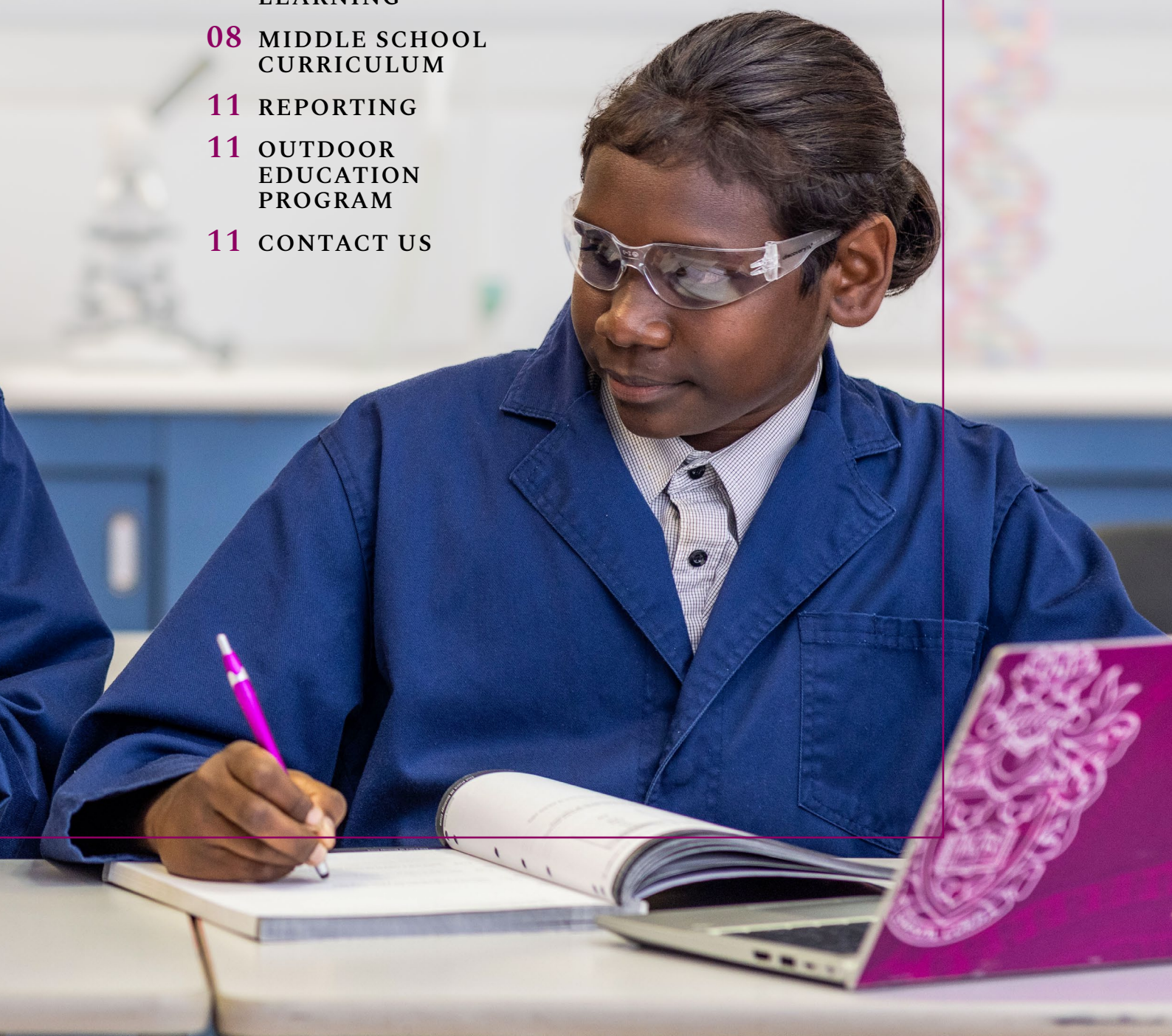
We pay due courtesy to the Traditional Custodians of the Lands of our Aboriginal and Torres Strait Islander students and commit unwaveringly to our shared journey of improved understanding and trust whilst providing equity and excellence in Indigenous education.

We acknowledge the deep sense of responsibility we have as a School community to promote and build a more reconciled nation through education.



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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 Middle School

The term Middle Years describes a phase of schooling that bridges the conventional primary–secondary divide with a view to responding more effectively to the specific needs of young adolescents. This is not only a period of rapid physical, emotional and intellectual development but also a time when patterns of thinking and behaviour are established for both the short and long term. During the Middle Years, students become less dependent on family and more dependent on friends. They tend to see their relationships with their peers as increasingly important. They need this network to gain advice, share experiences and seek support.

In addition, various personal, social, economic and gender factors often combine to create needs and demands that are unique to this age group. At Haileybury Rendall School, we strive to generate creative and supportive learning environments that will result in productive outcomes and success for all students in their middle years of schooling.

Middle School philosophy

- > Educate the whole child
- > Support positive transition through Secondary School
- > Enhance organisational skills and effective learning behaviours
- > Develop critical thinkers and independent learners
- > Foster safe, productive, collaborative and creative learning environments.

Middle School structure

Years 7, 8 and 9 are the secondary education years of our Middle School.

Year 7 is a particularly important year, with new students joining Haileybury Rendall School and current students transitioning from the Junior School.

Strong themes at the beginning of Year 7 are orientation and welcome. Students will have a strong relationship with their Tutor Group teacher, who meets with them each morning and helps students navigate their way around the timetable, locker allocation, use of computers and homework expectations.

Years 8 and 9 students begin their new school year in November with Term 1A. New students are invited to attend this also.

Students are encouraged to display increased independence in managing themselves and their studies. It is expected they are actively involved in the learning process, and engage in the wide range of extra-curricular opportunities on offer.

For Year 9 students, Haileybury Rendall School seeks to provide a strong academic program in preparation for Year 10 and the Senior Secondary Certificates on offer. The program is designed to meet the developmental needs of adolescent students, assisting each to gain confidence and self-esteem, a degree of self-discipline and self-management and to respond to challenges that further their academic, social, physical, emotional and spiritual development. Furthermore, Haileybury Rendall School engages students in positive learning and social experiences to develop a full range of life skills.

Middle School program features

Health, wellbeing and personal development

Focused attention given 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 the students are happy and confident within their school environment. For Middle School students, this means having a network of friends and teachers whom they respect.

Students are supported in establishing friendships and, through participation in many activities, are given ample opportunity to make new friends and interact positively with others.

All staff play an active role in supporting students to flourish, supported by clear policies, processes and programs. A restorative practices lens is applied to all interactions and relationships.

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.

Curriculum is carefully planned to meet all stages of growth, ensuring topics are age appropriate and meet demands of 21st century needs.

Our priority is to develop, build and strengthen the capabilities of our students. Ultimately, students will have the knowledge, understanding and skillset to be confident learners who succeed in the Senior Years and beyond.

Wellbeing

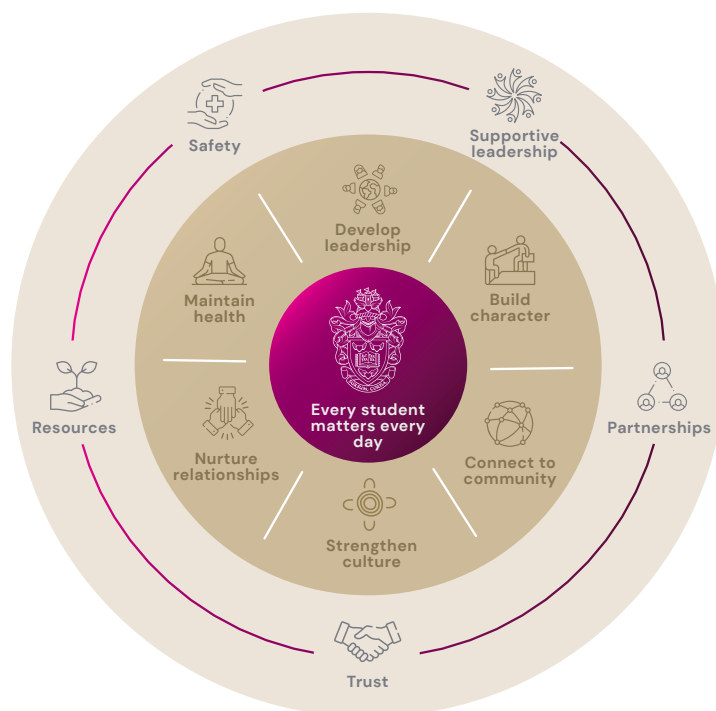
Year Level Coordinators at Years 7, 8 and 9 know their students well, and manage a team of Tutor Group teachers, who are responsible for the students in their Tutor Group. The purpose of Tutor Group time is to:

- > Monitor students' wellbeing
- > Oversee the students' academic progress
- > Establish a strong professional relationship with students
- > Know the students' interests, strengths and weaknesses
- > Monitor the students' diaries
- > Communicate with families, as appropriate
- > With the student, develop strategies to assist her/him to be successful at school
- > Deliver the Personal Excellence (PEX) curriculum.

In Middle School, the Tutor Group teachers are at the core of daily activities. They meet with their students regularly. The Tutor Group teacher is the first point of communication for parents. Parents/guardians are encouraged to phone, email or write a message in the diary to the Tutor Group Teacher when they have information they wish to share. Families may also contact the Year Level Coordinator.

Other key wellbeing personnel

At times, other Haileybury Rendall School staff will assist in resolving student wellbeing issues. This may include the Deputy Head of Middle School and the Head of Middle School, along with our Head of Indigenous Wellbeing, and Indigenous Liaison Officers, where appropriate.



Haileybury Rendall School Health and Wellbeing Framework

Occasionally, for more serious or sensitive issues, the Deputy Principal or Principal may become involved.

Supporting all the students is a Student Counsellor. The counsellor assists in working through individual student issues.

Our School Nurse manages student health issues throughout the day.

Students in boarding are well supported by these key people, along with the Director of Boarding, Deputy Director of Boarding, Heads of House and experienced mentor staff.

House system

In our Middle School, 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 lower case arts, fundraising activities and other co-curricular activities.

House activities also encourage a cross-age social network for Middle School students. This provides an opportunity to develop House spirit and foster relationships with other students in the same House.

Top End Region Sport

Top End Region Sport 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 Middle School students. 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 Region 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 Middle School students is to achieve their personal best in all pursuits. In particular, strong emphasis is placed upon students achieving personal excellence in academic results. Students in Haileybury Rendall School's Junior School experience a very strong focus on explicit and teacher-centred instruction for Literacy and Numeracy. Other areas of the curriculum are delivered through inquiry. The Middle School aims to move the students from this model to a model where they have increased involvement in, and responsibility for, their learning. Indeed, a key focus of our Middle School program is to equip our students with the key knowledge and skills they will need for success in their Senior Years of education.

Haileybury Rendall School staff differentiate their teaching to ensure academic potential is realised for every student. The majority of our students wish to undertake tertiary study, therefore, an academic program with high expectations of all students is essential. The academic program is strongly focused on Mathematics, English, Humanities, Science, Languages and Health and Physical Education, with a breadth of electives included in the program to assist students to explore their passion areas. A multitude of pathways and choices then exist for students as they enter the Senior Years.

Engagement and relevance

Haileybury Rendall School students are exposed to a highly motivating, relevant curriculum that is delivered in ways that are evidence-based and engaging. Adolescence is a time when students begin to question and seek justification for actions. This is encouraged and our curriculum has experiences designed to stimulate higher-order thinking, creativity and innovation among students. By Year 9, we expect students to be heavily invested and involved in their learning in partnership with their teachers.

By the end of Middle School, we expect students to have a better understanding of how they learn best, and, given appropriate instruction, be able to learn independently and develop a love of learning.

Key features

Culture of Learning Framework

All Middle School students are taught and expected to be active learners working within the Culture of Learning Framework. The Framework is a set of clear and coherent expectations, routines and processes which are implemented across all Haileybury schools and campuses.

Expectations outline the rules and behaviours required to ensure safety and respect. Routines support students to effectively and consistently approach their learning through breaking down the four main stages of a lesson; Prepare, Be Ready, Engage and Complete. Processes articulate the actions and supports required to guide students towards positive behaviour change should expectations and routines require reinforcement.

The image displays four posters from the Culture of Learning Framework, each with a purple background and white text. Each poster includes a title, a subtitle, a list of actions with corresponding icons, and the Haileybury Rendall School logo at the bottom.

- Prepare (1 of 4):** and be on time. Actions: Use bathroom, Fill water bottle, Bring charged device, Bring books and stationery, Check uniform.
- Be ready (2 of 4):** for learning. Actions: Line up in orderly fashion, Move quietly to allocated seat, Take out learning materials, Close device, Be ready for instructions.
- Engage (3 of 4):** Show you are on task. Actions: Focus forward, One person speaks, Work with determination. Seek assistance or attention: "Who else can help?", Hand up, Wait your turn.
- Complete (4 of 4):** and reflect. Actions: Submit tasks, Record homework, Tidy spaces, Await teacher dismissal, Farewell, leave calmly.

Relationships

- > Respect for one another
- > Positive relationships between teachers and students centred around learning
- > Effective communication between School, family and student
- > Restorative practices employed to support relationships

Classroom environment

- > Well-defined classroom expectations
- > Established and taught routines
- > Well-presented learning spaces
- > A space of high expectations and high support
- > Highly organised learning environments

High expectations

- > High expectations for quality, presentation and timeliness of work
- > Challenging tasks that encourage deep thinking
- > Engaging curriculum using evidence-based pedagogy
- > Regular, meaningful homework

Accountability

- > Student progress is closely monitored
- > Continuous reporting
- > Regular and future focused feedback
- > Student learning celebrated

Individual instruction

- > Students' strengths and challenges are understood
- > Program is adapted to meet students' needs
- > Data is used to monitor student progress
- > Differentiation to enable equal access to the learning outcomes.

Timetable

The Middle School timetable is based around a six-period day with each period being 50 minutes.

The day begins with a Tutor Group session. Students attend two classes before recess, two between recess and lunch and two after lunch. Wednesdays are the exception where students have seven periods of 45 minutes and no Tutor Group session.

Every school day begins at 8.35 am (Tutor Group) and concludes at 2.50 pm. School buses are available from and to all parts of Darwin and the rural areas to transport students to and from school.

Middle School curriculum

Curriculum introduction

Middle School research in recent years has been broad and extensive with varied conclusions; however, the research does have some common themes. The research indicates the importance of:

- > High expectations for all students
- > Multiple teaching and learning strategies
- > A relevant and challenging curriculum
- > Organisational structures that promote meaningful relationships and learning
- > Educators who value working with this age group.

At Haileybury Rendall School, our teachers are uncompromising in expecting students to achieve their personal best.

Our teachers are expected and coached to:

- > Develop a strong and stimulating classroom program for students
- > Provide an engaging and stimulating classroom environment with extensive use of technology
- > Ensure a time in their classrooms that maximises the opportunity for learning
- > Individualise instruction
- > Be explicit in their instruction
- > Act as a role model for all students in their care.

Core curriculum

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

- > English
- > Mathematics or General Mathematics
- > Science
- > Humanities
- > Languages
 - Year 7:** Chinese Language, Culture and Society or French
 - Year 8:** Chinese Language, Culture and Society or French
 - Year 9:** Chinese Language, Culture and Society or French
- > Health and Physical Education.

Students also study electives across a range of subject areas. All electives are semester based.

Subject period allocation for Year 7

62 periods per fortnight:

10 periods	English
10 periods	Mathematics
8 periods	Science
7 periods	Humanities
7 periods	Language (choice of Chinese Language, Culture and Society or French)
6 periods	Computer Science (one semester)
6 periods	Visual Arts (one semester)
6 periods	Music (one semester)
6 periods	Drama (one semester)
6 periods	Health and Physical Education
1 period	Assembly
1 period	Personal Excellence (PEX)

Subject period allocation for Year 8

62 periods per fortnight:

10 periods	English
10 periods	Mathematics
8 periods	Science
7 periods	Humanities
7 periods	Language (choice of Chinese Language and Culture, or French)
6 periods	Health and Physical Education
1 period	Assembly
1 period	Personal Excellence (PEX)

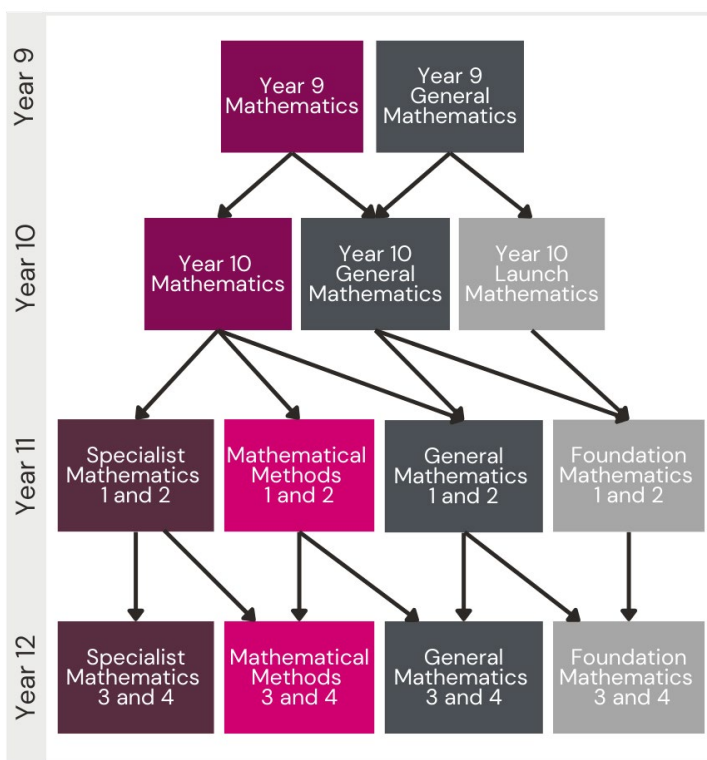
In Year 8, students may choose two electives per semester (four in total), from the following options: Art, Computer Science: Game Design, Drama, Food Technology, Forensic Science, Media, Contemporary Music, Music Performance, Sports Performance, The Power of Words, Visual Communication and Design, and Woodwork.

Subject period allocation for Year 9

62 periods per fortnight:

10 periods	English
10 periods	Mathematics or General Mathematics*
9 periods	Science
8 periods	Humanities
8 periods	Language (choice of Chinese Language, Culture and Society or French)
8 periods	Elective choice**
7 periods	Health and Physical Education
1 period	Assembly
1 period	Personal Excellence (PEX)

HRS Mathematics Pathways



*Year 9 General Mathematics covers core curriculum with a focus on content that will best prepare students for General Mathematics in Years 10–12. Enrolling in this subject will require approval from the Head of Mathematics and Deputy Principal (Teaching and Learning). Students who complete this subject will only be able to complete Year 10 General Mathematics.

**In Year 9, students may choose two electives (one per semester) from the following options: Art, Computer Science: Artificial Intelligence, Drama, Entrepreneurship and Commerce, Food Technology, Contemporary Music, Music Performance, Politics, Recreation Studies, Transforming Texts (formerly Literature), Visual Communication Design, and Woodwork.

Ochre program

The Ochre program is an intensive literacy and numeracy program for predominantly EAL/D learners in Years 7 to 9. The classrooms are underpinned by strong student/teacher relationships that form the foundation of teaching, learning and wellbeing support. This allows for a safe, welcoming learning environment for students where student academic needs, particularly in literacy and numeracy, can be a focus. Importantly, it allows our teachers to connect the learning to the lives of the student cohort, thereby making learning relevant to the students.

Within the Ochre program, students will focus on explicit skill development in all aspects of English literacy including development of phonological awareness as the foundation upon which reading and writing skills and confidence can be enhanced. In Mathematics the students focus on number and algebra, measurement and geometry, and statistics and probability. In addition to English and Mathematics, Ochre students complete units in Science, Humanities as well as Health and Physical Education. Haileybury Rendall School has also developed the Ochre Electives such as Woodwork or Art, which are electives specifically designed for the students that focus on their lives and interests.

The Ochre program utilises best practice approaches to language acquisition for Indigenous students, and literacy and numeracy development. The content is relevant, engaging, and culturally relevant.

The Ochre program is an intensive, high expectations academic program. This approach builds the confidence for students to take their next step into one of a variety of different pathways available in the following year. Most importantly, the Ochre program utilises a relationships-based, trauma informed approach within the classroom to create a safe environment for students to explore, display and showcase their unique skills and attributes as they learn.

Inclusion and support

Each student learns differently and has different needs for optimal learning. The primary mode for catering for the individual in Middle School is to have student-centred learning.

Inclusion and support in our Middle School 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 as a whole in an inclusive class environment.

The Inclusion and Support Department will help students with learning enrichment needs through collaboration, in-class support and pull-out lessons. Students who require extension as well as students who have academic challenges will receive support. The department will collaborate with teachers to differentiate the programs to ensure the adjustments and modifications required by the students are implemented. Sometimes the department will be required to assist with referrals to community professionals and collaborate with teachers in following recommendations. The department will work with Middle School teachers to develop and implement Education Adjustment Plans (EAPs) and Student Learning Profiles for students who have been identified.



Reporting

Middle School students receive reports at the end of each assessment task as part of our Continuous Reporting Framework. Feedback on student learning will be directed to the student, and feedback on student learning behaviours will also be provided. Student participation in whole school and co-curricular activities will be reported upon. The aim of these is to inform parents/guardians of student progress and provide constructive feedback on areas of improvement.

Parent-Teacher Interviews occur twice a year: late in Term 1 and during Term 3. These 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 whenever a student is identified as being at risk. Telephone interviews may be used to supplement normal opportunities for Parent-Teacher Interviews.

Dates for Parent-Teacher Interviews are published early in the school year. Haileybury Rendall School recognises the challenges of some remote boarding families attending Parent-Teacher Interviews, therefore, teachers email or phone parents/guardians with a report of their child's progress.

Parents and 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 which 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

This is a compulsory co-curricular program and these experiences are integrated into school life through both academic and wellbeing streams, and present opportunities for students to share cross-cultural experiences and be challenged physically, psychologically, emotionally, socially and spiritually.

Information regarding the specific dates for each camp will be disseminated to families before the start of the school year. These camps may vary depending on circumstances.

Year 7: East Litchfield Expedition

Year 7 students pack everything into a backpack and embark on their first real expedition. Learning the skills needed to survive and thrive in the bush on their big expeditions in the next few years, students will travel around some familiar and some not-so-familiar places in Litchfield National Park. Bush navigation, use of Trangia and packing a backpack will all be essential skills.

Year 8: West Litchfield Expedition

Year 8 venture to the less visited side of Litchfield National Park and visit some amazing hidden waterfalls and viewing points on an epic four-day adventure.

Year 9: Lake Argyle (WA)

The big adventure! A full day of driving west to the epic and remote Lake Argyle awaits Year 9 students. Once there they will embark on a journey by canoe or sea kayak where they are unlikely to see anyone apart from their own group for five whole days. Lake Argyle is famous for amazing fishing, rock jumping, sunsets and freshwater crocodiles.

Contact us

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

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