

education Haileybury

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Why Small Classes Matter

by **Derek Scott** Principal

International research has highlighted that quality teaching in small class sizes can make a significant difference to the academic and social development of a student.

A study by Bascia and Fedua-Kwarteng, published in Education Canada, noted that "Reducing class size, especially in primary grades, can have tremendous academic and social benefits for children – benefits that endure well beyond those first years of school." They go on to note that small class sizes are not the only approach and must also include quality teaching to achieve the positive outcomes.

Research by Dr Martin Olson in 19,000 classrooms across the United States of America has resulted in what are called the Nine Defensible Generalisations relating to small class sizes.

- 1 Students benefit from individualised instruction.**
- 2 Teachers employ a wider range of instructional methods and strategies, and are more effective with them.**
- 3 Students learn how to function more effectively as members and leaders of groups.**
- 4 Students engage in more creative and divergent thinking processes.**

- 5 Students develop better human relations and have greater regard for others.**
- 6 Students learn basic skills and master more subject content better.**
- 7 Classroom management and discipline are better.**
- 8 Teacher attitude and morale are more positive.**
- 9 Student attitudes and perceptions are more positive.**

See www.aeufederal.org.au

The first point highlights Haileybury's approach to class sizes – the smaller the class size the more opportunity there is for a student to receive individual attention and instruction from a teacher. Questions can be asked, follow-up support given and marking can be more comprehensive and more quickly returned in small classes. All of these factors lead to improved outcomes for students.

Haileybury has recognised the significance of the research in this area and has committed to guarantee small class sizes for its students.

Haileybury class sizes are:

Junior School	
Prep	20
Years 1 – 4	22
Middle School	
Years 5 – 8 All normal classes	18
Pre Senior All normal classes	18
Senior School	
Years 10, VCE Units 1 and 2 and IB	
First year	18
VCE Units 3 and 4 and IB	
Second year	15

The use of small classes in the final years of secondary school is particularly important for the students as they operate in the highly competitive Victorian Certificate of Education or International Baccalaureate environment.

Edward Kakkelenberg, Michael Dillon and Sean Christy's study using 760,000 undergraduate observations in the United States noted average grades 'decline as class sizes increase'.

Haileybury's guaranteed VCE (Units 3 and 4) and IB final year class sizes of 15 are important to the development of students and the delivery of strong results. In class sizes of 15, teachers are indeed able to know their students well and build an exceptionally strong working relationship with them.

From School to University

By **Rhonda Allen** Deputy Principal and Dean of Studies and **Alison Fankhauser** Director, Courses and Careers

VCE and university students can be like 'chalk and cheese', so understandably the transition from one to the other can be a major challenge.

Starting university is an exciting time for many students, as well as a time of great change in a young adult's life. The transition to university starts long before the university offers are posted. At Haileybury, tertiary selection comes at the end of a comprehensive careers education program, after which the Haileybury students make an informed choice.

The vast majority of Haileybury students elect to attend university. From the Class of 2008, 91% of all girls and 79% of all boys received a university placement. As universities continue to develop their distinctive profiles and course structures the students need to be aware of what is on offer and what suits them best.

In order to make the transition from school to university successful, the following five key aspects should be considered by all students.



1

Know your course

Familiarise yourself with the academic requirements of your course. Find out when your assignments are due and when examinations are scheduled. Ensure you keep up with reading so that you have the necessary background for assignments and seek advice from your faculty lecturers and tutors.

2

Build a social network

Feeling connected to the university community makes a huge difference to the way a student feels about his or her course. The friends you make here will be an important source of support. Consider forming study groups with other students in your course and join clubs so that you widen your social circle. Attend all the orientation activities and use this opportunity to get to know the campus. In courses where there are large numbers in lectures and limited contact time, the importance of building your own social network is paramount.

3

Seek advice

Find out who you can ask for assistance. There are a range of counsellors and course advisors on every university campus. There will be advisors on study skills, academic and career pathways, as well as counsellors to help you cope with any challenging situation.

4

Take the initiative

You are in charge of your studies. Lecturers will not follow up on your attendance or chase your work. You are responsible for meeting your academic deadlines.

5

Aim for balance

Being able to balance your time is an important skill. University students juggle part-time jobs, studies and a social life. Some students will live out of home for the first time. This will also involve managing day-to-day activities, such as cooking and cleaning and paying bills. The ability to plan your time is a valuable life skill.

China and Haileybury



Vice Principal, Dr Nick Dwyer and CEO of VCAA, Mr John Firth at the Ningbo VCE Graduation

Haileybury was the first Australian school to offer the VCE outside Australia. Supported by the Victorian Curriculum and Assessment Authority, it now offers the VCE to over 300 Chinese students in Beijing, Wuhan, Chengdu, Qingdao and Ningbo. The program is taught in local government schools and allows Chinese students a pathway to Australian universities.

According to Vice Principal, Dr Nick Dwyer, "The program is taught by local Chinese teachers who have been trained at Haileybury. Each Chinese teacher is supported by a local Haileybury mentor, who supervises their teaching over the internet and visits their school annually. Haileybury runs a VCE conference in China each year and ensures that the program is delivered with quality.

The benefits to our teachers are considerable." As they learn to work across cultures, their teaching 'at home' improves. They become highly engaged with their craft and are able to bring an international perspective to their work. Such broad professional opportunities also help Haileybury to attract Australia's best teachers to work in the School.

THE HEALTHY LUNCHBOX

It can be hard to satisfy a child when all they crave are sugars and fats, but there are many tasty alternatives.



FRUITS A simple ingredient to any lunch box. Apples are an old favourite in any lunch, but why not get creative. Frozen pineapple slices make an excellent treat for a hot summer day. Jelly cups are something your child can help you out with at home – let them choose their favourite fruit and simply set them in jelly, but best of all these can be made well ahead of time.

DAIRY PRODUCTS Incorporate cheese slices or a small tub of yoghurt into your child's lunch. These are an excellent source of calcium for growing children. Try to steer clear of sugary dairy products such as custards and chocolate yoghurt substitutes because these will not provide your child with enough energy to get them through their school day.

VEGETABLES Slice carrot and celery to accompany a healthy hummus dip. Change the sliced vegetables each day to include capsicum, cucumber, radishes, snow peas and beans.

SANDWICHES You can never go wrong with a classic salad sandwich. Other healthy ingredients to try include tuna, turkey or falafel. If your child is tired of sandwiches simply reinvent them by using mountain bread or pita pockets. These come in many different varieties that your child may like to try: white, wholemeal, rye and wheat.

TREATS Every now and again children deserve a treat; why not try to include healthy homemade muffins? Apple and cinnamon always go down well, but there is a whole range to try: banana, pumpkin, blueberry, and orange and poppy seed. Best of all you can make them ahead of schedule and keep them in the freezer, taking them out when required.

WATER The most underrated beverage available. Many children do not drink enough water during the day, making them dehydrated and unresponsive to learning. The up-side to water is that it will not cause tooth decay like most sugar drinks available.

Sources and for more information:
www.goforyourlife.vic.gov.au/kids

Victorian Language School at Haileybury

Language study can play an important role in the academic, social and cultural development of young people.

Haileybury is keen to promote the study of languages and in an exciting venture, has joined with the Victorian School of Languages to have a Saturday Language School operating at its Keysborough Campus. Haileybury is the only independent school in Victoria to run this program.

Over 320 students are enrolled in the language school studying Chinese, Vietnamese and Greek. As the language school continues to progress, further languages will be offered.

In a complex global society, the study of languages helps promote global

The study of languages helps promote global understanding and can significantly enhance young peoples' job prospects

understanding and can significantly enhance young peoples' job prospects with multi-national corporations.

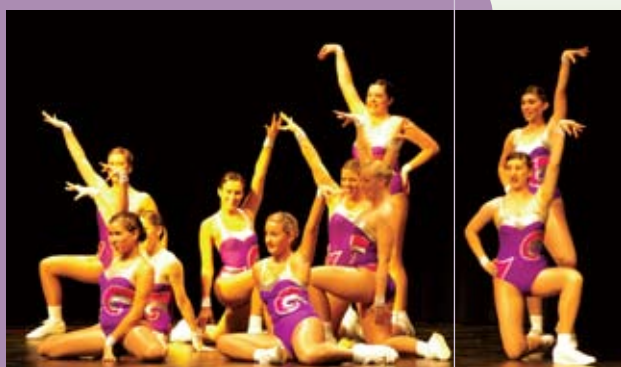
Students who study languages also find that it sharpens their cognitive skills and enables them to gain different insights and perspectives on complex social and cultural issues.

The study of a language is also of considerable benefit in assisting a student to gain a university placement. Because of the significance of language study, a

bonus is added to the study score before it is converted into the ENTER (Equivalent National Tertiary Entrance Rank). Many students have benefited from learning a language during their senior years at Haileybury, and in some cases it has meant gaining entry into their desired university course.

As well as the offerings at the Saturday Language School, Haileybury students also have the opportunity to study French and/or Japanese. An exchange program with sister schools in both France and Japan allows most senior language students the opportunity to spend an exciting and rewarding time in these culturally rich countries.

Derek Scott Principal



Haileybury's Aerobic dominance

Haileybury is now a formidable force in competition aerobics. With over 30 teams spanning across every section of the competition and five consecutive National All Boys titles, Haileybury Aerobics is a force to be reckoned with.

Over the past few years the girls have had considerable success. Last year all five senior girls' teams placed in the top three in the State in each of their divisions. Two of our primary girls' teams have reached the National Championships where Year 7 student, Elise Jacques, was crowned National Singles Champion.

The boys continue to get stronger every year. Last year was the first time we had Haileyburians selected for the World Aerobics Championship held in Russia. The Championship held in December last year, saw Year 12 student, Alan Cook, place 3rd in the Junior Male Singles and Year 8 student, Kenji Fujihara, take out the Cadet Male Singles World Championship.

With over 100 students selected for the 2009 teams, Haileybury aims to once again experience great success in the school aerobics competition. For the first time, Haileybury also hopes to qualify a number of girls' fitness teams for the World Championships in 2010.

Kristy Kendall Head of Aerobics

For more information about Haileybury visit www.haileybury.vic.edu.au or telephone 9213 2222.

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