

## Why small schools are great for Year 1-8

*“Smaller schools are generally better for most purposes in education. Small schools, particularly at the primary school level, have a positive effect upon student achievement, extra-curricular participation, student satisfaction, student behaviour and attendance.”*  
*T. Cobbald (2011).*

### Research tells us that...

Many small schools teach the full range of the National Curriculum. They do it well, making good use of their environment and the community.

Even though larger schools may offer more courses, they are not necessarily better. Depth is more important than breadth.

Reduced incidence of misbehaviour in smaller school.

Smaller schools increase the learning of all students.

Students have a greater sense of belonging and self-esteem in small schools than in large ones.



Interpersonal relations between and among students and teachers are more positive in small schools.

Teacher attitudes toward their work are more positive in small schools than in large ones.

Levels of extracurricular participation by all students are much higher and more varied in small schools.

Student attitudes towards school and toward particular school subjects are more positive in small schools.

## Staying on in a full primary school for Year 7&8 is a very good thing

One of the worst times to go through a transition in schooling is at aged 11 years. A seamless transition between schools increases student achievement. (Dave Harris, Principal and author)

Multi-age interaction is very important for all age groups. It is very powerful to have senior children teaching younger children. It dramatically improves behaviour, particularly of older boys.



## Class size and our growing roll

The junior school roll is growing significantly.

The staffing entitlement the Ministry of Education gives us at the start of a year never quite matches our prediction due to our growing roll.

We add staffing to our school when the roll reaches a certain number. Our staffing budget is now increasing and we are putting systems in place to cater for the growing roll.

Experienced and qualified early childhood teachers (Brenda Kitchingman and Sarah Weston) are providing teacher aide support all morning Monday - Thursday for Rooms 3-6.



From Term 3, a third qualified teacher will work in Room 3&4 all day Monday – Thursday.

We have quality support in place for our middle and senior school. Additional teacher aide support is provided by our very well trained and experienced teacher aides Amy Nilson and Betty Pope.

Mary Beaumont works with children in Reading Recovery and also provides additional classroom support during Literacy programmes in Room 5- 7.