“Engaged in Discovery”

Year 7 Curriculum Handbook

2015
# Table of Contents

Introduction .................................................................................................................. 3
Learning Support ........................................................................................................... 4
Library Services ............................................................................................................ 5
Homework ..................................................................................................................... 6
YEAR 7 COURSE DESCRIPTIONS ............................................................................... 7
Art ................................................................................................................................. 8
Drama ............................................................................................................................ 9
English ......................................................................................................................... 10
French ........................................................................................................................... 11
Health and Physical Education ...................................................................................... 12
Humanities - Geography ............................................................................................... 13
Humanities – History ..................................................................................................... 14
Information Technology ............................................................................................... 15
Japanese ....................................................................................................................... 16
Mathematics ................................................................................................................ 17
Music ............................................................................................................................. 19
Religious Education ..................................................................................................... 20
Science ......................................................................................................................... 21
Outdoor Education Camp .............................................................................................. 22
The House System ....................................................................................................... 23
Introduction

Engaged in Discovery

The Year 7 Curriculum is rigorous, flexible, meaningful and fun. The strong interdisciplinary approach is a celebrated feature. Students in Year 7 experience and interact with the curriculum where they have many and varied opportunities for choice and self-direction.

The core curriculum at Year 7 consists of the following Key Learning Areas:

- Art
- Music
- Drama
- English
- Health and Physical Education
- Humanities (History and Geography)
- Languages other than English (French and Japanese)
- Mathematics
- Religious and Values Education (RAVE)
- Science
- Information Technology

The core curriculum is enhanced and enriched when the students interact with visiting authors, poets, scientists and the like, and attend educational excursions linked to their studies.

Featured Program – Night of Notables

An interdisciplinary learning experience where Year 7 students transform themselves into a notable historical personality. Students research in depth the life and achievements of this person, design and develop the persona complete with backdrop and costume. This culminates in a performance at the Night of Notables.

An integral part of the Year 7 Program includes working with students to develop effective habits of goal setting, time management, study and revision skills, resiliency and social skills, and personal responsibility.

In addition, students are offered wonderful opportunities in a diverse range of co-curricular activities and are encouraged to seek these out. The Year 7 Outdoor Surfing Camp, an adventure to look forward to in Term 2.
Learning Support

Kilvington aims to provide learning experiences that cater for the abilities, interests and learning styles of each student. Learning at Kilvington is assumed to be a shared responsibility in which students, teachers and parents have a part to play.

**General Programs of Study**
Opportunities for choosing what and how to learn are provided for students within every learning program. In some parts of the curriculum these opportunities may be restricted and in other parts they may be open for negotiation. Ultimately, each individual’s readiness will determine the degree of choice built into his/her learning program.

**Modified Learning Programs**
Learning support and enhancement programs are arranged for students with specific needs. Programs may be short term or ongoing, depending on the needs of the individual. Parent communication is deemed to be paramount throughout the decision-making process involving modifications to learning programs.

The Learning Support Department plays an integral role in making decisions regarding the development of modified education programs.

**Assessment and Identification of Student Needs**
A variety of assessment practices are used at Kilvington to establish what a student has achieved and to gauge development over a given time period. Assessment information is generated throughout an ongoing process and will consist of formal online testing, assessment, learning style and skill observations. The reporting process is focused on using this assessment information to identify specific strategies for improvement and further learning.

In relation to modifying programs, subject teachers normally identify students who require support in specific areas or who would benefit from enrichment programs. Assessment may then follow to diagnose the specific areas/levels of support required. The results of this assessment assist staff in preparing their regular programs to meet the needs of students and will lead to special programs as required.
Library Services

Information Access
The Kilvington Library provides access to a wide variety of physical and digital resources, which are available to all members of the Kilvington Community both within the school and online. Students have access to a diverse range of information including:

- Print collection – books, newspapers, journals
- Online resources – encyclopedias, databases which offer full-text newspapers, journals, selected websites and literature, indexes to magazines
- Internet
- Sharepoint – Kilvington’s Learning Management System
- Online tutorial assistance – note taking, bibliography (Harvard method)
- Audio books

Wireless technology enables students to access this information on their laptops/ipads from anywhere in the school. Access from home is also available by connecting to the Konline.

Information Literacy
The ability to locate, select, acquire, analyse, organise, record and present information is a vital skill necessary to deal with the ever increasing amount of information readily available at any time. This skill is termed Information Literacy.

Students learn and practise these skills in Information Technology and through an integrated approach developed between the teacher-librarian and the subject teachers within the research assignments and units of work.

Students are taught how to make extensive use of print and online resources in addition to presenting information using a variety of multimedia applications.

Lifelong Learners
The Library Service aims to equip students with the skills to become Lifelong Learners and to develop a love of reading. The welcoming atmosphere of the library and the support from library staff encourages the students to explore their interests and ignite their curiosities as well as develop their love of literature. The library supports the various reading schemes associated with the English and Literacy programs throughout the school. The Teacher-Librarian carefully selects all resources that will entice students to read for pleasure as well as knowledge acquisition.
Homework Policy

Rationale
- At Kilvington Grammar School we believe that homework is one of the important tools that enriches the education program. It bridges the gap between learning at school and learning at home reinforcing the work done in class and helping develop skills such as research and time management. Homework helps to establish the habits of study, concentration and self-discipline.

- Kilvington supports the view that students should participate in a balanced curriculum in which time for cocurricular pursuits and family is vital. The setting of homework should be placed in context of all other worthwhile activities that a student participates in.

- Homework gives Parents/caregivers the additional opportunity to monitor the progress of their child and we recognise that encouragement and support from parents/caregivers helps students to have a positive, productive approach to homework.

- This policy is directed at the Kilvington community to ensure that there is a shared understanding of homework and its place in a Kilvington education.

General Understandings
The basic rules of homework are that it:
- Is appropriate for each student's age and ability.
- Takes into account students' other commitments, such as sport, part-time employment and home responsibilities.
- Takes into account technology such as email and the Internet so that students without access are not disadvantaged.

Types of homework
- Practice Exercises help students to remember, practice newly acquired skills and reflect on their learning.
- Preparatory Homework requires students to source and read background information to prepare them for future lessons on a specific subject.
- Extension Assignments encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the Internet.

Homework for Years 7-9
In Years 7-9 homework may be set on a regular basis in some subjects. As students move into the senior school the homework and study demands will increase. However, students will be able to, at times, negotiate the amount, type and time frame of their homework. It is also important that students continue to read on a regular basis.

Use of Class Time
In most circumstances, students in Senior School should have class time to complete a major part of homework tasks set. An underlying principle of this policy is that students actively engage in completion of tasks during school time and they have practice in producing work within the timeframe of a session or series of sessions.

Advice to Parents/caregivers
- Take an active interest in your child's homework
- Encourage your child to discuss work covered in classes
- Support your child in setting aside time each day for homework
- Provide a dedicated place for homework and study if possible
- Assist teachers to monitor homework by signing completed work if requested, and be aware of the amount of homework set
- Communicate with teachers any concerns about the nature of homework or your child's approach to homework
- Encourage your children to read novels and take an interest in current events
- Alert the school to any circumstances or cocurricular activities which may need to be taken into consideration when homework is being set or marked
YEARE 7 COURSE DESCRIPTIONS
Course Outline
This course aims to assist students in working towards developing the skills, knowledge, understanding and analysis required to produce major artworks, using a variety of media and techniques. The emphasis is on the development of skills, techniques and analysis.

These skills are developed through the Level 5 VELS dimensions of:
- Creating and making
- Exploring and responding

2 D & 3 D Art
- Introduction to the Elements of Art
- Two dimensional techniques such as painting, drawing, collage and/or printmaking
- Three dimensional techniques such as sculpture, modelling and/or construction using materials such as clay, wood, cardboard and/or metal
- Analyse artworks, artists and Art movements relevant to areas of study

Design
- Introduction to the Design Elements & Design Principles
- Creating designs in response to a brief and following the design process.
- Analyse past and present designs and designers

One semester of: 2D and 3D Art
One semester of: Design

Assessment
Students are assessed individually and/or in groups, depending on the tasks. Major tasks are assessed by rubric and will involve criteria including Visual Diary, final works, analysis and evaluation.
Drama

Course Outline
This course allows students to develop their skills in stage craft, script work, audience awareness, mime and other essential elements of Drama. Year 7 Drama offers intensive workshops in character analysis and development, with an emphasis on improvisation both spontaneous and prepared. Throughout the year the students will engage in many practical classes that will culminate with performances in class and to the wider school community. Monologues, duologues and group script work will feature throughout the year.

These skills are developed through the Level 5 VELS dimensions of:

- Creating and making
- Exploring and responding

Topics
- Improvisation: Spontaneous and prepared improvisation on a given topic
- Character analysis: In-depth study into a chosen character from a play or musical
- Script work: Explore and learn about some of the Drama elements such as plot, character, thought, language and spectacle
- Stage craft: Develop skills needed to either direct, produce or perform on stage

Assessment
Continuous assessment will take place during the year. Assessment will be individual, in pairs and in groups. The majority of the assessment tasks will be of a practical nature but there will also be a written component to the Drama course.
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. They also develop their understanding of English grammar and syntax and explore the etymology of some words, specifically those with Greek and Latin roots.

Topics
- Media
- Poetry – a collection provided by the school
- “Paper Boats” – collection of short stories
- Class novel – “Coraline”
- Graphic Picture Book – “Woolvs in the Sitee”

By the end of Year 7, students should
- Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning and can influence an audience
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning
- Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view
- Create texts showing how language features and images from other texts can be combined for effect
- Create structured and coherent texts for a range of purposes and audiences
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience
- When creating and editing texts, demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation

Assessment
- A variety of differentiated written pieces and oral presentations, including
- Poetry and creative writing folios
- Photostory research project
- Speech to the class
- Small group work with defined roles
- Class discussions, both prepared and informal
- Biography Project interviews and presentation of transcripts
- Structured essay-style response to a class text
- Etymology research and quiz
- “The Grammar Games” group work grammar project
- Self reflection on work-in-progress, peer assessment and rubric-based formal assessment
French

Course Outline
In Year 7 students are introduced to a wide range of vocabulary and expressions in French through a variety of topics. The four micro skills: reading, listening, writing and speaking are developed through the ‘Tricolore1’ course book, the ‘Grammar in action 1’ activity book and the Language app “IcanspeakFrench’ with audio and interactive activities provided. An awareness of the French culture is enhanced and appreciation is fostered through research and project work.

These skills are developed through the Level 5 VELS dimensions of:

- Communicating in a language other than English
- Intercultural knowledge and language awareness

Topics
- Greetings
- Introductions
- Adjectives and descriptions
- Numbers
- School
- Family and pets
- Regular and irregular verbs in the present tense and in the Negative form
- Asking questions

Assessment
Students are assessed on all skills: reading, writing, listening and speaking. There are end of unit tests which focus on grammar accuracy, vocabulary acquisition, written expression and aural ability. Oral tasks involve role plays and presentations. Students are assessed individually and in small groups.

Cultural experience
- Students take part in a cultural day at school. When possible, they also watch French movies, listen to French music and can attend an excursion relating to French culture.

- The Languages club offers extra support and a context in which students can discuss and experience French culture.
Health and Physical Education

Course Outline
This course aims to assist students in developing knowledge and understanding about fitness, racquet sports, netball, AFL, gymnastics and cricket. The emphasis is on the development of skills such as:

- Motor skill development – Consolidating and extending skills in a variety of movement activities
- Team work – making a positive contribution to a team environment
- Thinking skills – developing appropriate decision-making and reflection on learning
- Communication- being able to verbally express ideas and to also present ideas in written form

These skills are developed through the areas of:

- Movement and physical activity
- Health knowledge and promotion

Topics
Movement and Physical Activity
- Fitness testing- why, when and how
- AFL – analysing the kicking technique
- Gymnastics- individual skills and creation of a group sequence
- Cricket- consolidation of skills and match play

Health knowledge and promotion
- Healthy lifestyles for the community
- Nutrition
- Puberty

Assessment
Students are assessed individually, in pairs and in small groups. Tasks will include a class warm-up in pairs, AFL skill analysis, group gymnastic routine, “common craft” video on one aspect of puberty, and a softball skills and participation rubric.
Course Outline
The course aims to assist students in gaining a geographical perspective of the world around them. Students use a variety of geographical tools and skills, together with an inquiry-based approach, to investigate the characteristics of their local and state environments, followed by those of other parts of Australia and the wider world.

They learn to appreciate the human and physical phenomena, including how these determine settlement patterns and agricultural and urban land use. Students apply their knowledge and understanding of scale, grid references, legend and direction to be able to interpret various types of maps and put these to practical use.

Topics
• A simple definition and an awareness of what aspects of the world belong to a Geographer
• Observation and investigation of mapping skills by means of a field study and an assignment
• An investigation of the suburban environment in which the student lives
• A study of the CBD and greater metropolitan area of Melbourne
• A study of the rural regions of Victoria, examining their contrasting physical, climatic, agricultural and cultural features
• “All about Australia”: An investigation into the physical and climatic diversity of Australia and the significant influence these have on its population distribution
• “A Grand Tour of Australia”: Students select 10 destinations to show their understanding of the diversity of Australia’s beauty, culture, climate, topography, attraction and flora and fauna
• Investigation of an environmental issue within Australia
• Introduction to countries outside Australia, in which students in small groups research aspects of a chosen country

Assessment
Students are assessed individually, in pairs and in small groups. Assessment is rubric based, where the criteria is given prior to the task, or a combination of this and self and peer assessment. Tests and subject specific worksheets are given a numerical assessment.
Humanities – History

The Ancient World

Course Outline
This course provides a study of history from the time of the earliest human communities to the end of the ancient period (approximately 60,000 BCE – c. 650 CE). Students will investigate how we know about the ancient past, why and where earliest societies developed, characteristics common to ancient societies and the legacies of these societies in our modern world.

Overview
The overview covers Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Mayan civilizations. Students will study the theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia. They will examine evidence for the emergence and establishment of ancient societies (art, iconography, writing tools and pottery) and key features of ancient societies (farming, trade, social classes, religion, rule of law).

Topics
• Investigating the Ancient Past
• The Mediterranean World: Ancient Egypt
• The Asian World: Ancient China

Historical Skills
Students will develop historical understanding through key concepts including evidence, continuity and change, cause and effect, different perspectives, empathy, significance and contestability. They will:
• sequence historical events and periods
• use historical terms and concepts
• identify a range of questions about the past to inform a historical inquiry
• identify and locate relevant sources
• learn to identify primary and secondary sources
• locate, select and use information from a range of sources as evidence
• draw conclusions about the usefulness of sources
• identify and describe points of view, attitudes and values in sources
• develop descriptions and explanations that used evidence from a range of sources
• use a range of communication forms and digital technologies

Assessment
Students will be assessed individually, in pairs and in small groups. Much of the assessment will be rubric based. Assessment will take the form of group projects, journals, analysis of written and visual documents, development of paragraph responses and a semester test.
Course Outline
This course aims to assist students to develop skills in using Information and Communications Technology hardware and software. Students will understand the functionality of the ICT tools as well as their application and affects in the wider world. By understanding and being able to use the tools that ICT provides, students will be better able to solve problems and work more efficiently at their studies and in life.

Topics
- File Management, Electronic Communications, Internet Use, Hardware and Software
- Microsoft Word – Word Processing and Publishing
- Microsoft Excel – Spreadsheets, Graphs and Charts
- Fireworks – Animation
- Audacity – Music Editing
- Google Sketchup - 3D designing and printing
- Photoshop – Image Editing

Assessment
Students will develop an electronic portfolio with over the course of the year. The electronic portfolio will include a major assessment task per topic will that will be assessed by a rubric. Students will be able to select themes of most major assessment tasks.
Japanese

Course Outline
During the first semester, students focus on reading and writing the hiragana script. Those students who already have a working knowledge of the hiragana script begin with the text iiTomO, and teacher prepared resources are used at appropriate times to extend and enhance the material presented by this text.

During the second semester, the hiragana is consolidated and students should be able to read and write short sentences. Kanji characters are introduced throughout the course, and there is some exposure to the katakana writing system.

By the end of the year, all students should be able to convey personal information, and engage in some classroom interaction. Aspects of Japanese culture are presented at every opportunity and students develop an understanding of how Japanese culture is embedded throughout the Japanese language.

These skills are developed through the Level 5 AUSVELS dimensions of:
- Communicating in a language other than English
- Intercultural knowledge and language awareness

Topics
- Greetings
- Introducing oneself or a friend
- Offering and receiving
- Describing people
- Family members
- Counting
- Japanese dishes
- Instructions
- Borrowing and lending
- Talking about what you do.

Assessment
Students are assessed in the areas of reading, writing, speaking and listening, with a focus on reading and writing the hiragana script in Semester One. Students are assessed individually and in small groups. This will involve written tests, oral presentations, and projects employing the use of ICT.
Mathematics

Course Outline
In Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Learning Outcomes

Number and Algebra
- Investigate index notation and represent whole numbers as products of powers of prime numbers
- Investigate and use square roots of perfect square numbers
- Apply the associative, commutative and distributive laws to aid mental and written computation
- Compare, order, add and subtract integers
- Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line
- Solve problems involving addition and subtraction of fractions, including those with unrelated denominators
- Multiply and divide fractions and decimals using efficient written strategies and digital technologies
- Express one quantity as a fraction of another, with and without the use of digital technologies
- Round decimals to a specified number of decimal places
- Connect fractions, decimals and percentages and carry out simple conversions
- Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies
- Recognise and solve problems involving simple ratios
- Investigate and calculate ‘best buys’, with and without digital technologies
- Introduce the concept of variables as a way of representing numbers using letters
- Create algebraic expressions and evaluate them by substituting a given value for each variable
- Extend and apply the laws and properties of arithmetic to algebraic terms and expressions
- Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point
- Solve simple linear equations
- Investigate, interpret and analyse graphs from authentic data

Measurement and Geometry
- Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving
- Calculate volumes of rectangular prisms
- Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal
- Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning
- Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral
- Classify triangles according to their side and angle properties and describe quadrilaterals
Mathematics continued…

Statistics and Probability
- Construct sample spaces for single-step experiments with equally likely outcomes
- Assign probabilities to the outcomes of events and determine probabilities for events
- Identify and investigate issues involving numerical data collected from primary and secondary sources
- Construct and compare a range of data displays including stem-and-leaf plots and dot plots
- Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data
- Describe and interpret data displays using median, mean and range

Assessment
- Skills topic tests
- Analysis tasks
- End of year test
Music

Course Outline
In Year 7 Music students participate in a class band program, receiving expert tuition on instruments from the brass, woodwind and percussion families. In small group lessons students learn about skills and techniques specific to their chosen instrument, such as breath control, tone production and fingerings. Musical notation is used frequently and explicitly to develop reading, writing and aural skills. Students join together each week as a band and learn about performing together and following a conductor.

Topics
- Scales, short pieces and exercises
- Performance repertoire for concerts
- Playing in an ensemble
- Reading and writing music notation
- Rhythmic and melodic aural activities
- Written composition for instrument

Assessment
Students are assessed individually and provided with constant feedback in small group lessons with an expert tutor. This includes performance pieces, theory/aural tests and composition for their instrument.
Religious Education

Course outline
This course is a year-long subject and encourages students in developing, identifying and articulating their own value, meaning and belief structure. These values and beliefs are the basis on which life decisions are made.

Topics
Term 1:
Students explore their own belief systems and values. The students consider their tastes, skills, influences, beliefs and strategies for spiritual development. They will also contribute to a class social service project, choosing and engaging with an issue, planning, working as a team, and following through with the project

Term 2:
Philosophy of Religion: Students will discuss the nature of God; the interaction of science and religion, the problem of evil; their experience of God

Term 3:
The students look at the Bible, and learn about its origins and structure

Term 4:
The students read and learn about the stories in the Old Testament of the Bible and consider why it is so important to people of the Christian faith

By the end of Year 7, students should
• Engage with their own ideas, beliefs and feelings, and develop strategies for their spiritual formation, as well as predict ways that this process could be reversed (i.e. That they can influence others).
• Articulate their own theology, and have the resources required, in further investigating God
• Have some knowledge and understanding of stories presented in the Old Testament of the Bible, after reading and interpreting text.

Assessment
Although there is no formal report for Religious Education, students are assessed individually, and in small groups. This will involve group projects, oral presentations and reflection journals. Comments will be available to parents on COR throughout the year.
Science

Course Outline
The Year 7 Science course involves developing students’ understanding of the world around them and of how to correctly employ the Scientific Method. Skills include observing, measuring, recording, analysing, graphing, scientific writing, designing and undertaking laboratory practicals.

These skills are developed through the Level 7 of Australian Curriculum:

- Science inquiry skills
- Science as Human Endeavour

Topics
Introduction to the Laboratory
Identify different scientific equipment
Describe how to use scientific equipment safely

Robotic Programming
Simple movement, basic programming and use of sensors

Forces and Machines
Describe the push-pull effect of forces on an object
Explain how levers and gears are utilised in machinery

Mixtures
Describe a mixture
Outline methods of separating mixtures

Classification
Use of ICT to design a presentation on classification
Explain the biological basis for classifying organisms into groups

Ecology
Understanding interactions between organisms in terms of food chains and food webs
Investigating how human activities affect interactions between organisms

The Solar System
Explain how the interactions between the Earth, the Sun and the Moon cause day and night, seasons and tides
Create models of the planets and to show the phases of the Moon

Assessment
Students are assessed individually and in small groups. Individual assessment includes topic tests, problem-solving tasks, research tasks, model-making, practical reports, experimental design and a major test at the end of the year. Group projects and assignments are assessed using rubrics or given criteria.
The Year 7 camp takes place at the “Club Lorne Outdoor Educational Camp” on the Lorne foreshore. The camp is held the first week of Term 2. By this time the students are feeling comfortable in their new environment at Kilvington and are ready for the challenges of camp life.

The camp is based on a wide experience of school camping programs, which provide excellent opportunities for the students to get to know each other better within the year level. Broader relationships are also established with the staff members accompanying the students.

The aim of the program is to focus on the personal development of each student and to promote independence, teamwork, resilience, personal responsibility and the awareness of the environment. It is also intended that the program be challenging, with a large component of the camp involving learning how to surf. The students also have the opportunity to connect with the bush and sea environments by exploring the hinterland and foreshore respectively.

The accommodation is in communal bunk rooms and a camp out in tents for one night. This in itself throws up challenges for the students to respect the needs of each other and work as a cooperative and harmonious team. Students share duty responsibilities before and after meals and this creates further opportunity for them to experience and appreciate the value of teamwork.

There is a strong social component to the camp experience and students are able to interact with each other socially, both formally and informally. The camp venue provides a selection of indoor and outdoor games which the students can access during their free time. In the evening there is a range of organised activities which allow the students to enjoy themselves socially and at the same time maintain the emphasis on teamwork and personal responsibility.

The preparation prior to the camp is extensive and all staff, including the Camp Director and his staff, is fully aware of any special needs or requirements any student may have. The camp instructors are highly qualified and experienced, and Kilvington staff members are present at all activities.
The House System

There are four Houses at Kilvington

BARRETT (red)
BURMAN (yellow)
FETHERS (blue)
FYSH (green)

- Students are placed into a House on their arrival at Kilvington. If the student has relatives who are Old Kilvonians, then, if possible, the student is placed into the same House as the relative.

- Each House has a House Captain and a House Vice-Captain from Year 11 and 12 who are elected by students and staff in Term 4 of the preceding year.

- During the year there are a number of sporting and cultural events for students to participate in as a House member.

- House Awards will be awarded to students who have gained the published number of House points, for their year level, awarded for House activities throughout the year. Specific details are published in the school planner.

House activities include
- Athletics
- Cross Country
- Debating
- House Arts
- Swimming
- Round Robin Tournaments

Co-curricular Activities

<table>
<thead>
<tr>
<th>Performing Arts</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cello Ensemble</td>
<td>Debating</td>
</tr>
<tr>
<td>Chamber Strings</td>
<td>Homework Club</td>
</tr>
<tr>
<td>Clarinet Choir</td>
<td>IT Club</td>
</tr>
<tr>
<td>Flute Choir</td>
<td>Junior Plain English Speaking Competition</td>
</tr>
<tr>
<td>Guitar Ensemble</td>
<td>Kilvington Cheer and Dance Team</td>
</tr>
<tr>
<td>Kilvington Klefs</td>
<td>LOTE Club</td>
</tr>
<tr>
<td>Kilvington Orchestra (5–12)</td>
<td>Maths/English Tutoring Club</td>
</tr>
<tr>
<td>Percussion Ensemble</td>
<td>Robotics Club</td>
</tr>
<tr>
<td>School Choir 7-8 (compulsory)</td>
<td>Rock Band</td>
</tr>
<tr>
<td>Stage Band</td>
<td>School Ambassador</td>
</tr>
<tr>
<td>String Quartet</td>
<td>Science Talent Search</td>
</tr>
<tr>
<td>Year 7 Band Program</td>
<td>Writers Club</td>
</tr>
</tbody>
</table>