



SAINT KENTIGERN

2019

Boys' School Handbook

SENIOR SCHOOL



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The Senior School Handbook 2019 outlines the range and nature of the subjects offered in Year 7 and 8 at Saint Kentigern Boys' School, both inside and outside the classroom.

The vision for our Senior School is 'to provide an education that inspires independence and academic rigour in all areas. We will provide a safe and engaging learning environment complete with best practice for boys, excellent pastoral care and wellbeing initiatives and an increased focus on service and leadership. This will allow boys to leave the Senior School confident, articulate and with the moral compass to successfully navigate the next stage of their education and beyond.'

In Year 7 and 8, there is a core curriculum all students follow based on the New Zealand National Curriculum, which is enhanced by Christian values that underpin everything we do. We believe in educating the whole child and building character consistent with our school values of Respect, Integrity, Service, Excellence and Love. These values create a safe and happy place for our students to learn.

This holistic view encompasses classroom-based activities as well as an extensive Education Outside the Classroom (EOTC) programme to ensure that every student has the opportunity to learn in a stimulating, challenging and supported environment.

The Senior School comprises the classes in Year 7 and 8. These classes are mixed ability groups with five classes in Year 7 and five classes in Year 8. The timetable is specialised with different teachers teaching different subjects according to their strengths.

Each boy in Year 7 and 8 will be offered a range of subjects which include the core subjects of English, Mathematics, Science, Social Science, Physical Education and Health, Christian Education and a choice of languages: French, Spanish and Mandarin.

In addition to this, we offer a range of subjects in our Innovation Programme. For Year 7, this is designed to give our boys a taste of some of the diverse subjects available in the area of Arts and Technology. As a progression, the boys then make a choice in Year 8 as to which of these subjects they would like to study in more depth.

Service and Leadership are also integral to what we do in the Senior School and there are many opportunities for our older boys to strive for; especially the responsibility of guiding and mentoring younger students. These include specific roles such as Prefects, School Councillors, Junior School Monitors and Miromiro, along with many other opportunities for leadership and responsibility within the day to day running of a school.

Details of the organisation of the Senior School, reports, assessment and much more are outlined in this handbook.

It is our belief that we have created a varied and exciting programme that will provide every student with challenge but also the opportunity to progress and experience success in their learning. Our programme enables our students to leave us for the transition into Year 9 commensurate with our vision outlined above.

Richard Kirk
Dean of Senior School

Contents

ORGANISATION	4	YEAR 8 CURRICULUM – NOTES	16
ENRICHMENT	4	YEAR 8 CURRICULUM – CORE SUBJECTS.....	17
PASTORAL CARE.....	4	English.....	17
OLE	4	Maths.....	18
ASSESSMENTS.....	4	Science.....	19
REPORTING	4	Social Science.....	19
SENIOR SCHOOL CURRICULUM	5	YEAR 8 CURRICULUM – LANGUAGES.....	20
YEAR 7 CURRICULUM – NOTES	5	French.....	20
YEAR 7 CURRICULUM – CORE SUBJECTS.....	6	Chinese (Mandarin).....	20
English.....	6	Spanish.....	21
Mathematics.....	7	YEAR 8 CURRICULUM – PHYSICAL EDUCATION... 22	
Science.....	8	YEAR 8 CURRICULUM –	
Social Science.....	8	INNOVATION PROGRAMME.....	23
YEAR 7 CURRICULUM – LANGUAGES.....	9	Visual Art.....	23
French	9	Workshop.....	23
Chinese (Mandarin).....	9	Workshop and Art Combination.....	24
Spanish.....	10	Media.....	24
YEAR 7 CURRICULUM – PHYSICAL EDUCATION... 11		Robotic Science.....	25
YEAR 7 CURRICULUM –		Music and Audio Engineering.....	25
INNOVATION PROGRAMME.....	12	Drama/Musical Theatre	26
Visual Art.....	12	Sports Science.....	26
Workshop.....	12	Personal Project.....	27
Media.....	13	EPro8/Technology Challenges.....	27
Robotics.....	13	YEAR 7 AND 8 CHRISTIAN EDUCATION	28
Music.....	14	SERVICE	29
Drama.....	14	LEADERSHIP.....	30
Sports Science.....	15	EDUCATION OUTSIDE THE CLASSROOM (EOTC)	30
Financial Literacy.....	15		

GLOSSARY

e-asTTle – Assessment Tools for Teaching and Learning

A tool used for assessing literacy and numeracy developed for the Ministry of Education by the University of Auckland. e-asTTle provides teachers, students and parents with information about a student's progress towards curriculum achievement outcomes.

OLE – Online Learning Environment

This is our internal intranet which we use as a regular source of communication between teachers, boys and parents. It will also play a key role in our students' learning. All subjects have pages set up complete with homework, daily tasks, assessments and discussions. Online reporting is provided as well as feedback in relation to assessments that take place.

EOTC – Education Outside The Classroom

This takes the form of camps and other subject related field trips.

SEN – Special Educational Needs

NZC – New Zealand Curriculum

PAT – Progressive Achievement Tests

ICAS – International Competitions and Assessments for Schools

Organisation

The Senior School comprises the classes in Year 7 and 8. These classes are mixed ability groups with five classes in Year 7 and five classes in Year 8. There are approximately 27 students in each of these groups. It is in these groups that the students undertake most of their subjects, though they are streamed for Mathematics and are in smaller, mixed groups for Innovation Programme.

The timetable is specialised with different teachers teaching different subjects according to their strengths.

Enrichment

We offer a BOOST (Boys of Outstanding or Special Talent) programme to selected boys in the Senior School who have particular academic talents to compliment and enhance the class teaching and learning.

Pastoral Care

All students are assigned to a Tutor Group of approximately 13-14 students. The assigned Tutor Teacher will act as a mentor during the year providing assistance and guidance where necessary. The Tutor Teacher will monitor a boy's academic progress, extracurricular involvement, behaviour and service contribution during the year. Tutor groups will meet from 8.15am – 8.25am, 2.40pm – 3.15pm daily and two periods a fortnight throughout the year dedicated to Service and Leadership.

OLE (Online Learning Environment)

We understand the importance of maintaining a close relationship between our students, their parents and their place of learning. The OLE helps to further the quality of communication between staff at the School and the families of our students. Accessed via the Saint Kentigern website, the OLE is a secure portal designed as a student online learning environment that enables parents to be informed. Parents are able to view student's assessment results, daily timetable and a great deal more information online. We encourage you to familiarise yourself with this tool as it has a wealth of information available. Please see the OLE Help Videos which are available to access via the OLE Homepage.

Each family is allocated a unique Family Username and Password to gain access to the site. Instructions on how to access the OLE, including your unique family username and password is sent to new families early in the year.

Assessments

The primary purpose of assessments in the Senior School is to improve students' learning and teachers' teaching as both respond to the information that it provides. Assessment tasks are chosen to suit the nature of the learning being assessed, as well as the varied characteristics and experiences of the students. Teachers draw on the full range of assessment information already gathered for teaching and learning purposes when determining achievement and progress.

At the beginning of the year Progressive Achievement Tests (PATs) are conducted to determine strengths and areas that need further development.

Assessments are completed at the end of each unit in all core subjects, English, Mathematics, Social Science and Science. Feedback on these assessments are recorded and are made available for viewing on OLE.

Year 7 and 8 do examinations in Term 4 in English, Mathematics, Social Science and Science.

Reporting

In the Senior School, there are formative reports regularly throughout the year and summative reports to assist with determining the boys' progress and next learning steps. The grades for different strands of each subject are recorded and reported in a standardised format in the summative reports. These grades are Excellence, Merit, Achieved and Working Towards Achieved.

Each term a Progress Card is made available on-line and reports on the student's approach and attitude to his learning.

On-line reporting will be made available for viewing on OLE at the end of each unit in all core subjects as well as specialist subjects. This is timely reporting and gives instant feedback to the students.

Senior School Curriculum

Senior School 2019

Year 7	Year 8
English	English
Mathematics	Mathematics
Science	Science
Social Science	Social Science
Physical Education and Health	Physical Education and Health
Christian Education	Christian Education
Language: Boys will do a semester each of two languages chosen from: Spanish French Mandarin	Language: Boys will choose one language from: Spanish French Mandarin
Boys will do a term of: Visual Art Workshop Media Robotic Science Music Drama Sports Science Financial Literacy	Innovation Programme: Boys will do a semester each of four subjects chosen from: Visual Art Workshop Workshop and Art Combination Media Robotic Science Music and Audio Engineering Drama/Musical Theatre Sports Science Personal Project STEM/EPro8

Year 7 Curriculum - Notes

The boys in Year 7 come together from a variety of schools around Auckland as well as from our own Year 6 classes. As a result, a key focus for the first part of the year is the successful integration of all students into Senior School life. Our Senior School is something unique. Wherever the boys have come from, we focus on ensuring that they settle quickly into new routines and establish friendship groups.

We are committed to excellence in teaching for all students. In Year 7 there is a focus on providing an excellent grounding in core subject areas such as English and Mathematics. To achieve this, there is greater time allocation made with ten lessons across our ten-day timetable.

There is significant time given to Science and Social Science with six lessons allocated. The remainder of our programme is made up of Christian Education, Physical Education, Languages and our Innovation Programme.

Our Innovation Programme is where we offer a range of learning opportunities across the Arts and Technology. In Year 7, these include Visual Art, Music, Drama, Media Studies, Sports Science, Robotics, Workshop Technology and Financial Literacy. These subjects will be studied for a term and all boys will undertake these subjects at some stage in the academic year.

In our Languages programme, the boys can select two out of three languages to study for a semester each. These are taken from French, Mandarin, and Spanish.

In addition to internal assessment and exams, the boys may participate in ICAS (University of NSW) assessments in English, Maths, Science and Digital Technology. Selected students may also compete in the regional Mathex competition.

The boys participate in and represent the school in a range of sports teams, and many and varied musical and cultural groups.

The course in Year 7 is designed to give a solid foundation to every student before they move into Year 8.

Year 7 Curriculum – Core Subjects

English

Introduction

Learning English is fundamental to a pupil's ability to access the whole curriculum. The English curriculum at Saint Kentigern Boys' School is not only designed to challenge pupils, it also aims to inspire, enthuse and empower them. The intention is that they should not only become well-prepared for their next steps in education, but also well-equipped with clear communication skills that are practically applicable and lifelong.

Boys in Year 7 have a variety of opportunities in English that are designed to advance their already developing skills in the subject.

The Year 7 English programme focuses on developing the following areas:

- Reading
- Writing
- Speaking
- Viewing
- Presenting
- Listening

Course Outline

Boys study a variety of texts including a selection of non-fiction, fiction and poetry. Various media texts, including the moving image will be considered. They also have access to Education Perfect and Reading Plus, excellent programmes that have been proven to support and extend students in their English studies, both in lessons and during their spare time.

Key writing genres covered include Recounts, Information Texts, Narratives and Persuasive Writing. Careful attention is given to cementing the foundations of grammar, punctuation and sentence structure, in order to produce competent writers, able to adapt their style to suit audience and purpose. Talented writers are encouraged to enter local and national competitions and a number of pupils have had their work published.

Speaking and listening is a key element of English and communication. Activities designed to improve oral communication are integral to the English curriculum, with prepared and impromptu speech competitions held once a year. These have seen a number of boys enter and win local and regional speech competitions.

Assessment

Boys are assessed once a term on their writing and reading skills. Written pieces relevant to the genres studied that term are completed and e-asTTle is used to assess reading comprehension. Oral and visual skills are also assessed as and when these are covered.

Assessments are routine and their main purpose is to assist teachers in tracking progress and tailoring their English programme for the best possible progress and outcomes for their students.

End of year examinations also take place, again as an opportunity for boys to demonstrate their acquired knowledge and understanding of the various aspects they have studied. These examinations also serve as good practice for when boys continue into their secondary education.

Additional Information

The English team work very closely with the SEN department to ensure that all children's needs are met. Throughout Year 7, reading programmes are available to enable pupils, who are either new to English or who have previously struggled, to progress through a phonics-based programme tailored to their needs.

Cross curricular links are made to broaden boys' knowledge and ensure their understanding is clear and supported across the curriculum.

Social Science lends itself well to the topic boys study and encourages them to communicate their findings clearly, both in written and audio visual presentations. Mathematics also focuses on increasingly complex mathematical problems and success in these is dependent on boys being able to decipher the language involved.

Mathematics

Introduction

Mathematics is a necessity in many aspects of our everyday lives. The need for people to be numerate, that is, to be able to calculate, estimate and use measuring instruments, has always been identified as a key outcome for education. The ability to communicate and to participate in problem solving situations helps to develop many social and co-operative skills. The Mathematics curriculum at Saint Kentigern Boys' School is not only designed to challenge all abilities but also to develop communication skills to verbalise problems and share solutions. We aim to develop a clear understanding of Mathematics to generate their ideas and develop important skills to function, with confidence, in the modern day.

Course Outline

Boys in Year 7 cover all the expectations for a Year 7 student that allows them to build on knowledge and understanding gained in Year 6.

Units covered are:

- Number (whole number / fractions, decimals and percentages)
- Algebra
- Measurement
- Geometry
- Statistics

The programme covers all the strands in the national curriculum, where a balanced programme of core content plus contextual everyday problems and problem-solving strategies are taught on a regular basis. Teachers will endeavour to provide activities to build on what the boys already know. There will be extension and maintenance opportunities in all classes as well as provision for extra assistance to those who need it from our SEN department.

The number units revolve predominantly around the four operations where the mechanical mental processes are highlighted to produce quick and accurate responses. The boys are also taught to apply flexible strategies.

Algebra is defined by the use of letters in calculations. The boys are required to play with number and sequential patterns and identify the rules. There is a real focus on writing algebraic equations to relate to practical scenarios.

Measurement has a key element of identifying and calculating perimeters, areas and volumes of a variety of shapes and objects. Familiarity with units of measurement is also a focus to develop awareness of how different things are measured.

Geometry at this stage has a strong connection with 2D and 3D objects. Locations, grid bearings and map reading are concepts the boys need to learn. There is also a focus on angles and construction skills using various apparatus.

Statistics has a major role to play in our society. The boys will focus on the Statistical Enquiry Cycle which takes them through various stages of inquiry to find answers to issues. They will also extend their knowledge with statistical literacy which teaches them how to read information from graphs and charts.

Throughout the programme, emphasis is placed on learning multiplication tables, basic mental and written calculations, and problem-solving strategies.

Assessment

Pre and post tests are administered throughout the year, at the start and end of each unit. These inform planning and also allow boys to identify individual goals for the unit and reflect on their performance at the end with agreed feed forward targets.

Teachers report on OLE at the end of each unit. This report is shared with the boys and parents.

In Term 1, the PAT assessments are also used and diagnosed to identify individual strengths and weaknesses.

In Term 3, all boys are encouraged to enter the ICAS Mathematics assessment.

Mathletics and MathsMate form the basis of our homework programme. However, they are also used in the classroom to enhance the current activities being taught within the unit. Both programmes give very informative feedback to the teacher.

In Term 4, there is a 90 minute examination for all boys which is used as a summative assessment of curriculum knowledge and problem solving capabilities. This examination serves as a good introduction to examinations that all boys will experience in their secondary education.

Science

Introduction

Science in Year 7 has a strong focus on developing scientific knowledge. Each term focuses on a different contextual strand of the Science curriculum: Biology, Physics, Earth Science and Chemistry.

Course Outline

Term 1: Physics: Students identify and explain how forces act on everyday objects through investigation and fair testing.

Term 2: Biology: Students will develop their Scientific skills by studying the human eye and its relationship with the brain.

Term 2: Science Fair (Nature of Science): Students research and undertake an investigation of their choice through a fair test.

Term 3: Earth Science: Students will learn about the dynamic nature of Earth, how it has changed over time and how these theories relate to New Zealand.

Term 4: Material World: An introduction to the Material World. Students will learn through investigation the structure and properties of materials, and how different substances react and interact with each other.

Assessment

Developing an understanding of Science stems from a combination of scientific knowledge and scientific skills. Scientific knowledge is assessed by means of an end-of-unit written test each term. Scientific skills are formatively assessed throughout the year.

Additional Information

During the year, students will take part in our Science Fair where they will be able to inquire in more depth into an aspect of Science they find interesting. This makes further use of the Science skills and knowledge they have gained.

Social Science

Introduction

Social Science offers our students in Year 7 the opportunity to acquire inquiry skills through critical thinking, collaboration, communication and creativity. Social Science is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from past, present and future, and from places within New Zealand and beyond. We encourage our students to develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in which they live and work.

Course Outline

Students in Year 7 will use the inquiry process to look into:

- Connectedness
- Change
- Global Decision Making
- Entrepreneurship

Assessment

Formative marking through bookwork, teacher conferencing and online feedback will help guide the boys through each inquiry.

Each inquiry will be marked against a rubric relevant to the particular topic. This will be available at the conclusion of the unit, along with feedback on the inquiry process through our online reporting and assessment system on OLE.

Additional Information

Current events and community issues are also discussed as an extra dimension where students are encouraged to think and respond on a range of levels, with a particular focus on deep learning. We suggest that the students read news articles and watch the news on the television to keep up with what is happening in the world. This is important to broaden their knowledge and to make them aware of global issues.

The inquiry process involves:

- Identifying a topic for research
- Creating compelling questions to guide the inquiry
- Researching and gathering information from a variety of resources
- Compiling information to answer the questions
- Presenting the information in interesting and educational formats
- Reflecting on the process

Year 7 Curriculum – Languages

Introduction

The NZC focuses on the learning, skills and values of young New Zealanders. This includes equipping our students to be 'global citizens', to communicate and interact with and within other cultures as well as their own. Studying a language and learning about its culture is a vital part of this education.

In order to give our students a more diverse language experience and help them make a more informed choice about the language they choose in Year 8, we will be offering one-semester courses in three languages in Year 7.

Boys will select two languages from a choice of French, Spanish or Chinese. One language will be studied in Semester 1 and the second language will be studied in Semester 2. There will be three language lessons per cycle of the ten-day timetable.

French

French, along with English, is the only language spoken on all five continents and is spoken by more than 220 million people. French is a major language of international communication. It is the second most widely learned language after English and the sixth most widely spoken language in the world. French is also the second most widely taught language after English and is taught on every continent.

Whether students are beginning to study French or wish to build on their existing skills, this course has been designed to reflect the world students live in using contexts familiar to them in their everyday lives. Students will develop the four skills of listening, speaking, reading and writing. They will learn the vocabulary that they need to communicate with young French-speaking people their own age on a variety of different topics.

They will also be given an insight into the everyday life and culture of France and other French speaking countries and explore days of cultural significance.

Assessment

Boys will be assessed at the end of each term. The first assessment will focus on boys' spoken language, whilst the second will assess reading and listening comprehension.

Chinese (Mandarin)

Chinese is the most widely spoken language in the world and is the native tongue of approximately 16 % of the world's population. The growing market in China and the increase in the number of Chinese speakers in New Zealand mean more opportunities for New Zealanders who are inter-culturally competent and can speak Chinese.

This is an introductory course designed for beginners with a focus on learning to communicate in a variety of situations. We will learn how to pronounce Chinese correctly through pinyin and tones, and will learn to greet others, introduce ourselves, count, talk about age, nationality and colours. Although the focus will be on oral communication, pupils will also have an opportunity to learn some basic Chinese characters.

Learning about Chinese culture is an integral part of the course. We will look at Chinese festivals and celebrations such as Chinese New Year and The Lantern Festival, explore some of the main traditions of Chinese society and look at some differences between China and New Zealand.

Assessment

Boys will be assessed at the end of each term. The first assessment will focus on the receptive skills of reading and listening comprehension, whilst the second will assess boys' spoken language.

Spanish

As the second-most widely spoken language in the world, after Mandarin Chinese, Spanish numbers in excess of 400 million native speakers, and has official status in 21 countries, spanning South, Central and North America, as well as Africa and Europe. This beginners' course will be grounded in culture and students will gain an overview of the geography and culture of those countries, and explore Latino traditions and festivals, such as making a piñata.

The linguistic focus will centre on learning to communicate in a variety of situations through the four skills of listening, speaking, reading and, to a lesser degree, writing. We will study Spanish pronunciation and cover topics related to everyday life such as greetings and introductions, numbers and age and family and hobbies so that students can communicate with young Spanish speakers around the world.

Assessment

Assessment will consist of a variety of formative and summative tasks including comprehension tasks (reading or listening), oral presentations and some written assessment.

Year 7 Curriculum – Physical Education

Introduction

Physical Education and Health is structured around the four strands of the New Zealand Physical Education and Health Curriculum: Personal Health and Physical Development, Movement Concepts and Motor Skills,

Relationships with Other People, Healthy Communities and Environments. The focus is on the well-being of the students themselves, of other people, and of society through learning in health and movement related contexts.

Physical Education aims to build confidence and capability through active involvement and participation.

The guiding principles in Physical Education at Saint Kentigern Boys' School are built around:

- Participation in sport and physical activity by students provide positive benefits for the individual, the School and the community.
- Providing a variety of activities and opportunities which enable and encourage student participation in the sporting life of the School.
- Providing opportunities for students to enhance their quality of life and achieve to the highest level of their ability through participation in sport and physical activity.
- Fully utilising the facilities and resources within the school and the immediate community to assist students in their sporting endeavours.
- Creating an environment that recognises and encourages physical activity.

Course Outline

Physical Education in Year 7 covers a selection of physical skills in aquatics, volleyball, soccer, touch, hockey, badminton, cross country and athletics.

Throughout these physical activities, interpersonal skills, teamwork, leadership, game strategies and tactics, officiating, goal setting and responding to new challenges will be explicitly taught.

Each unit lasts approximately 4-6 weeks. During this time, students are given the opportunity to learn or build on their sporting skills in a variety of contexts both familiar and unfamiliar. On occasion, we work with outside sporting organisations to provide further opportunities for learning.

Year 7

Term 1: One-week camp and aquatics.

Term 2: Large ball skills (football, volleyball, touch, basketball), winter sports.

Term 3: Cross country and small ball skills (hockey, badminton, cricket, softball), winter sports.

Term 4: Athletics, minor games, summer sports.

Assessment

A variety of formative and summative assessment tasks are used during the year. They include demonstration of the mastery of skill elements in individual units, and participation. Year 7 students will complete seven assessments over the duration of the school year. All these assessments are completed online supplementing the school reports throughout the year.

Year 7 Curriculum – Innovations Programme

Visual Art

Introduction

In Year 7, the students will learn basic design and painting skills with the goal of making a small fused glass mosaic and pointillism painting. They then will learn how imagery can be made up from small shapes and dots of colours as a form of artistic expression. They will also learn the history while creating a unique piece of artwork.

Course Outline

- The students will be given brief of a project and then must investigate what pointillism is
- The students will then independently work on a design for their artwork based on their research
- The students will learn the basic graphic and artistic skills to create a design for their artwork.
- The students will then complete their work with the appropriate finish to enhance viewer appeal.

Assessment

The students will be assessed on their effort, research, design and finished product.

Additional Information

This project will be done in collaboration with the technology teacher.

Workshop

Introduction

In this unit, the students will learn the graphic and workshop skills to create an architectural model of a skate park. Using the known scale object of a tech deck mini skate board toy the students will first design in scale a small architectural drawing and then use the workshop to create their design.

Course Outline

- The students will learn how design and build a scale mock-up of a skate park.
- The students will learn basic workshop tool skills, craftsmanship and finishing techniques.
- The students will work on an individual workshop project as well in this unit.
- The outcome for this project will be an understanding of scale and how that is used to design real life objects.

Assessment

The students will be assessed on their effort, completed projects, collaboration and creativity.

Media

Introduction

This course is designed to give students an introductory opportunity to learn the basic skills of using a variety of devices for photography and film. They will also become familiar with a variety of software to produce their own media work.

Course Outline

In this subject, students will:

- Explore how the media operates within societal contexts and how they themselves can understand the place of media in society.
- Learn to understand their own relationship with the media in order to act as 'critical, active, informed and responsible citizens'.
- Understand the power of photography to influence how society perceives images; camera angles and techniques.
- Learn different filming shots and techniques such as Green Screening.
- Learn to make media products that can entertain, inform, and challenge.
- Collaborate by exploring and developing their creative ideas and communicate these ideas through the development of their skills in the use of media technology.

Assessment

Students will be assessed through observations, verbal and written feedback, peer assessments, self-reflections and evaluations and a summative rubric on OLE at the end of the course.

Robotics

Introduction

Students will undertake practical activities using EV3 equipment to help gain an understanding of the fundamental concepts of robotics.

Course Outline

Year 7 Robotics is an engaging and 'hands on' subject that encourages students to work collaboratively to solve complex problems.

Throughout the Year 7 Robotics course students will:

- Gain an understanding of the role of robotics in society.
- Learn about fundamental engineering and programming concepts.
- Develop robots that use sensors and motors to complete a series of challenges.
- Utilise the Engineering and Design Process to successfully plan, design and iterate both their robotic designs and programming code.

Assessment

Students are required to complete an in-class workbook and document their programming and engineering developments in an Engineering and Design journal.

Student work will be assessed through on-line rubrics.

Music

Introduction

In Year 7 Music, the students are taught musicianship skills such as playing instruments, reading notation, analysing and listening to music through practical projects.

Course Outline

Students will have opportunities to work individually and collaboratively to further their own creative potential.

In the programme, there are aspects of:

- Playing a variety of instruments both individually and as part of a class band.
- Listening to a variety of musical examples and identifying features.
- Expressing and developing opinions on a wide variety of musical examples from different genres.
- Developing music reading skills through a variety of practical activities.
- Developing confidence through performance opportunities.

Assessment

Students are assessed individually through both practical and written requirements of the course at the completion of the course units.

They will be given feedback on instrumental playing both individually and as part of a group ensemble and identifying musical features and instruments from listening to a variety of musical examples.

Drama

Introduction

In Year 7 Drama, students will work on developing their confidence through participation in a range of performance tasks. They will broadly focus on two topic areas; improvisation and play work (both self-devised and scripted). Students will be introduced to dramatic conventions and techniques and use these to enhance their acting and speaking skills.

Course Outline

- Drama Games
- Improvisation
- Drama Elements and Techniques
- Drama Conventions
- Performing Scenes

Assessment

Students are assessed individually and as a part of their group at the completion of course units. Information pertaining to assessment and rubrics will be available to pupils and their parents via the OLE.

Sports Science

Introduction

Sport Science is part of the Year 7 Innovations Programme and runs for 10 weeks. It is the pre-requisite for Sport Science in Year 8.

Course Outline

This course covers growth and development, anatomy and biomechanics. Students will explore the changes in the human body, muscle development, and movement related concepts as they participate in a range of physical activities. Students will learn in, through and about movement to examine ways to improve the performance of themselves and others.

Assessment

Students will identify, describe and explain the key concepts involved. This will be outlined in a rubric through online reporting.

Financial Literacy

Introduction

We need our students to be economically and financially responsible. We need to make this a real learning experience. It is important that students put financial knowledge and skills into practice for a real purpose.

Course Outline

Students will have opportunities to explore ethical decision making and problem solving, self-management and responsibility; all within a range of real, everyday contexts.

At the same time, we want students to establish financial goals, develop financial skills and understandings – linking this to future career choices and future health and wellbeing for themselves and their community.

Key Financial Messages:

1. We need to be financially responsible.
2. Our personal goals influence how financially successful we are.
3. We may make different financial decisions from those made by someone else because we have different preferences or circumstances.
4. Financial planning is important for personal and business financial success.
5. The law guides us to make legitimate financial decisions.
6. We need to consider risks before making a financial decision.
7. Our financial decisions determine how well off we are now and in the future.
8. We can spend now, save and spend later; or invest our savings.
9. There is a consequence for each financial decision we make; a good financial decision brings benefits.

Assessment

Students are assessed individually at the completion of the course. Information pertaining to assessment and rubrics will be available to pupils and their parents via the OLE.

Year 8 Curriculum – Notes

We are committed to excellence in teaching and learning for all our students. In Year 8, there continues to be a focus on providing an excellent grounding in all core subject areas. English and Mathematics receive ten lessons per ten-day timetable as in Year 7.

There is still significant time given to Science and Social Science with six lessons allocated per ten-day timetable. The remainder of our programme is made up of Christian Education, Physical Education, Languages and our Innovation Programme.

Our Innovation Programme offers a range of learning opportunities across the Arts and Technology. In Year 8, the boys choose four subjects for the year – two in each semester. These choices are made from Visual Art, Music and Audio Engineering, Drama, Media Studies, Sports Science, Robotics, Workshop, Art and Workshop Combination, EPro8 Technology Challenges and SKBS Personal Project. The four choices boys make will be studied for a semester. This extra element of choice is valuable for boys to choose subjects they have a passion for and to prepare them for secondary school where there is even more choice available.

In our Languages programme, the Year 8 boys can select one out of three languages to study for a year each. These are taken from French, Mandarin, and Spanish.

The boys in Year 8 have many opportunities. The emphasis is on creating leaders in our community by giving Year 8 more responsibility in running our school through the establishment of particular roles such as the Prefect team.

In addition to internal assessment and exams, the boys may participate in ICAS (University of NSW) assessments in English, Maths, Science and Digital Technology. Selected students may also compete in the regional Mathex competition.

The boys participate in and represent the School in a range of sports teams and many and varied musical and cultural groups.

The course in Year 8 is designed to ensure that our boys are ready for the move on to college in Year 9. They leave us articulate, confident, with increased independence and with a view of the world that is underpinned by our Christian ethos and Values system.

Year 8 Curriculum – Core Subjects

English

Introduction

Learning English is fundamental to a pupil's ability to access the whole curriculum. The English curriculum at Saint Kentigern Boys' School is not only designed to challenge pupils; it also aims to inspire, enthuse and empower them. The intention is that they should not only become well-prepared for their next steps in education, but also well-equipped with clear communication skills that are practically applicable and lifelong.

Boys in Year 8 have a variety of opportunities in English that are designed to advance their already developing skills in the subject.

The Year 8 English programme focuses on developing the following areas:

- Reading
- Speaking
- Presenting
- Writing
- Viewing
- Listening

Course Outline

The Year 8 English course aims to build on the Year 7 programme, extending boys and allowing them to hone their skills in the subject.

Similar to Year 7, boys study a variety of texts. They also continue to use Education Perfect and Reading Plus for support and extension, both in lessons and during their spare time. The emphasis in Year 8 begins to be on greater independence with reading, as boys are expected to monitor their progress and follow a scheme that allows them to identify and focus on areas for development, with the guidance of their teachers.

Key writing genres covered include Analytical Essays, Poetry and Narratives. Careful attention is given to the main constructs of writing studied previously, as well as further development of the specific features and structures of different genres. Furthermore, boys are encouraged to demonstrate personalised writing styles and complex writing structures, combining different writing features appropriately for any given purpose. They will also reflect their ability to discuss different topics, analyse issues in greater depth and engage their audience by employing a number of figurative language techniques. Talented writers are encouraged to enter local and national competitions and a number of pupils have had their work published.

Speaking and listening activities focus on improving oral communication and are integral to the English curriculum. Boys all deliver prepared and impromptu speeches within the annual competitions, as well as in other opportunities during their lessons. These have seen a number of boys enter and win local and regional speech competitions. It is expected that Year 8 boys will have reflected on their performances from the previous year; considering areas for improvement and developing their speeches accordingly. Boys are beginning to incorporate more of the analytical skills that they have studied, demonstrating the ability to balance different issues, as well as practising agile thinking, particularly in their impromptu speeches.

Assessment

Boys are assessed once a term on their writing and reading skills. Written pieces relevant to the genres studied that term are completed and e-asTTle is used to assess reading comprehension. Oral and visual skills are also assessed as and when these are covered.

Assessments are routine and their main purpose is to assist teachers in tracking progress and tailoring their English programme for the best possible progress and outcomes for their students.

End of year examinations also take place, again as an opportunity for boys to demonstrate their acquired knowledge and understanding of the various aspects they have studied. These examinations also serve as good practice for when boys continue into their secondary education.

Additional Information

The English team work very closely with the SEN department to ensure that all children's needs are met. Throughout Year 8, reading programmes are available to enable pupils, who are either new to English or who have previously struggled, to progress through a phonics based programme tailored to their needs.

Cross curricular links are made to help to broaden boys' knowledge and ensure their understanding is clear and supported across the curriculum. Social Science lends itself well to the topic boys study and encourages them to communicate their findings clearly, both in written and audio visual presentations. Mathematics also focuses on increasingly complex mathematical problems and success in these is dependent on boys being able to decipher the language involved.

Mathematics

Introduction

Mathematics is a necessity in many aspects of our everyday lives. The need for people to be numerate, that is, to be able to calculate, estimate and use measuring instruments, has always been identified as a key outcome for education. The ability to communicate and to participate in problem solving situations helps to develop many social and co-operative skills. The Mathematics curriculum at Saint Kentigern Boys' School is not only designed to challenge all abilities but also to develop communication skills to verbalise problems and share solutions. We aim to develop a clear understanding of Mathematics to generate their ideas and develop important skills to function, with confidence, in the modern day.

Course Outline

Units covered are:

- Number (whole number, fractions, decimals and percentages and positive and negative integers)
- Algebra
- Measurement
- Geometry
- Statistics

The Year 8 programme builds on concepts taught in Year 7. Emphasis is also placed on instant recall of multiplication tables, mental and written calculations and problem-solving strategies within everyday contexts.

The number units revolve predominantly around the four operations where the mechanical mental processes are highlighted to produce quick and accurate responses. The boys are also taught to apply flexible strategies and solve problems around real world contexts.

Algebra is defined by the use of letters in calculations. The boys are required to play with number and sequential patterns and identify the rules. There is a real focus on writing algebraic equations to relate to practical scenarios.

Measurement has a key element of identifying and calculating perimeters, areas and volumes of a variety of shapes and objects. Familiarity with units of measurement is also a focus to develop awareness of how different things are measured.

Geometry at this stage has a strong connection with 2D and 3D objects. Locations, grid bearings and map reading are concepts the boys need to learn. There is also a focus on angles and construction skills using various apparatus.

Statistics has a major role to play in our society. The boys will focus on the Statistical Enquiry Cycle which takes them through various stages of inquiry to find answers to issues. They will also extend their knowledge with statistical literacy which teaches them how to read information from graphs and charts.

Throughout the programme, emphasis is placed on learning multiplication tables, basic mental and written calculations, and problem-solving strategies.

Assessment

Pre and post tests are administered throughout the year, at the start and end of each unit. These inform planning and also allow boys to identify individual goals for the unit and reflect on their performance at the end with agreed feed forward targets.

Teachers report on OLE at the end of each unit. This report is shared with the boys and parents.

In Term 1, the PAT assessments are also used and diagnosed to identify individual strengths and weaknesses.

In Term 3, all boys are encouraged to enter the ICAS Mathematics assessment.

Mathletics and MathsMate form the basis of our homework programme.

However, they are also used in the classroom to enhance the current activities being taught within the unit.

Both programmes give very informative feedback to the teacher.

All boys will sit a two hour mathematics examination in Term 4. This formal assessment serves as a good introduction to examinations that all boys will experience in their secondary education.

Science

Introduction

Science in Year 8 has a strong focus on building upon the scientific knowledge learnt in Year 7. In addition to this knowledge, the boys will be challenged to make connection and be able to apply this gained knowledge to the real world. Throughout the year, the boys will be given many opportunities to practise science skills. The main ones being:

- Researching
- Observing
- Concluding
- Predicting
- Measuring
- Communicating

Each term focuses on a different strand of the Science Curriculum: Biology, Physics and Chemistry.

Course Outline

Term 1: Sports Science (Biology) Students explore a range of both aerobic and anaerobic activities and develop an understanding of how our body systems respond to these different activities.

Term 2: Energy and Change (Physics) Students will learn about the different types of energy and the transfer of energy. The boys will explore how heat can be transferred by doing a number of practical activities. An in-depth study of renewable energy will also be a focus.

Term 2: Science Fair (Nature of Science) Students research and undertake an investigation of their choice through a fair test.

Term 3: Nutrition (Chemistry) Students learn about the basics of chemistry and chemical reactions while exploring the science behind nutrition. Students will learn about acids and bases, their properties and how to test them.

Term 4: (Chemistry continued) Students will be introduced to the Periodic Table of Elements, with a closer look at the first 20 elements.

Term 4: Forensics From chromatography to impression evidence, students learn through practical activities how forensic scientists gather information to form hypothesis.

Assessment

Developing an understanding of Science stems from a combination of scientific knowledge and scientific skills. Scientific knowledge is assessed by means of an end-of-unit written test each term. Scientific skills are formatively assessed throughout the year.

Additional Information

During the year, students will take part in our Science Fair where they will be able to inquire in more depth into an aspect of Science they find interesting. This makes use of the Science skills and knowledge they have gained.

Social Science

Introduction

Social Science offers our students in Year 8 the opportunity to build on the inquiry skills they acquired in Year 7 both through collaboration and working as an individual. The syllabus is based on the New Zealand curriculum and encourages the boys to be inquisitive and interested in the world around them in a national sense as well as globally.

Course Outline

Within each topic, there is a central idea or theme. This allows the boys more choice for inquiry. As the year develops, the boys are also given more choice in the way they present their work.

The main themes the boys cover include:

- **Identity, Culture and Organisation** – This is looked at using 'Technology and its effect on Society' as a central idea.
- **Our Place in Society** – This is looked at using 'The Causes and Effects of Human Conflict' as a central idea.
- **Continuity and Change** – This is looked at using 'Architecture responds to a need' as a central idea.
- **Sharing Our Planet** – This is looked at using 'The needs of man vs the needs of the Environment' as a central idea.

Current events and community issues are also discussed as an extra dimension where students are encouraged to think and respond on a range of levels, with a particular focus on deep learning.

Assessment

Formative marking through bookwork, teacher conferencing and online feedback will help guide the boys through each inquiry.

Each inquiry will be marked against a rubric relevant to the particular topic. This will be available at the conclusion of each term, along with feedback from the inquiry process through our online reporting and assessment system on OLE.

Year 8 Curriculum – Languages

Introduction

The NZC focuses on the learning, skills and values of young New Zealanders. This includes equipping our students to be 'global citizens', to communicate and interact with and within other cultures as well as their own. Studying a language and learning about its culture is a vital part of this education.

Boys will select one language in Year 8, which they will study for the full year. They are expected to have had at least one semester of prior learning in Year 7 in their chosen language. There will be three language lessons per fortnight.

Course Outline

French

French is, along with English, the only language spoken on all five continents and is spoken by more than 220 million people. French is a major language of international communication. It is the second most widely learned language after English and the sixth most widely spoken language in the world. French is also the second most widely taught language after English, and is taught on every continent.

This course has been designed to reflect the world students live in using contexts familiar to them in their everyday lives. Students will develop the four skills of listening, speaking, reading and writing. They will learn the vocabulary that they need to communicate with young French-speaking people their own age on a variety of different topics.

They will also be given an insight into the everyday life and culture of France and other French speaking countries and explore days of cultural significance.

Assessment

Throughout Year 8, students will be assessed at regular intervals. Assessment will consist of oral presentation, basic listening and reading comprehension, an inquiry project and some written assessment.

Chinese (Mandarin)

Chinese is the most widely spoken language in the world and is the native tongue of approximately 16 % of the world's population. The growing market in China and the increase in the number of Chinese speakers in New Zealand mean more opportunities for New Zealanders who are inter-culturally competent and can speak Chinese.

This is a continuation of the introductory course with a focus on learning to communicate in a variety of situations. We will continue learning how to pronounce Chinese correctly through pinyin and tones and will build on the language covered in Year 7. We will learn to talk about our family, describe people and pets and use Chinese in everyday situations such as eating out. Although the focus will be on oral communication, pupils will also have an opportunity to learn some basic Chinese characters.

Learning about Chinese culture is an integral part of the course. We will look at Chinese festivals and celebrations, explore some of the main traditions of Chinese society and look at some differences between China and New Zealand.

Assessment

Assessment will consist of a variety of formative and summative tasks including comprehension tasks (reading and listening), oral presentation and some written assessment.

Spanish

As the second-most widely spoken language in the world, after Mandarin Chinese, Spanish numbers in excess of 400 million native speakers, and has official status in 21 countries, spanning South, Central and North America, as well as Africa and Europe.

This is a revision and continuation of the previous year's introductory course with a focus on learning to communicate in a variety of situations.

The course will be grounded in culture and students will gain an overview of the geography and culture of those countries and explore Latino traditions and festivals, such as studying Spanish songs and stories and celebrating the Festival of the Dead. The linguistic focus will centre on learning to communicate in a variety of situations through the four skills of listening, speaking, reading and, to a lesser degree, writing. We will further study Spanish pronunciation and cover topics related to everyday life such as greetings and introductions, numbers and age, time, family, school, food and hobbies, so that students are able to communicate with young Spanish speakers around the world.

Assessment

Assessment will consist of a variety of formative and summative tasks including comprehension tasks (reading or listening), oral presentations and some written assessment, including a cultural assignment in English.

Year 8 Curriculum – Physical Education

Introduction

Physical Education and Health is structured around the four strands of the New Zealand Physical Education and Health Curriculum: Personal Health and Physical Development, Movement Concepts and Motor Skills,

Relationships with Other People, Healthy Communities and Environments. The focus is on the well-being of the students themselves, of other people, and of society through learning in health and movement related contexts. Physical Education aims to build confidence and capability through active involvement and participation.

The guiding principles in Physical Education at Saint Kentigern Boys' School are built around:

- Participation in sport and physical activity by students provide positive benefits for the individual, the School and the community
- Providing a variety of activities and opportunities which enable and encourage student participation in the sporting life of the School
- Providing opportunities for students to enhance their quality of life and achieve to the highest level of their ability through participation in sport and physical activity
- Fully utilising the facilities and resources within the school and the immediate community to assist students in their sporting endeavours
- Creating an environment that recognises and encourages physical activity

Course Outline

Concepts and contexts covered in Year 8 Physical Education: A selection of physical skills in aquatics, badminton, touch rugby, tennis, cross country and athletics. Through these activities interpersonal skills, teamwork, game strategies and tactics will be explicitly taught.

Each unit lasts approximately 4-6 weeks. During this time, students are given the opportunity to learn or build on their sporting skills in a variety of contexts both familiar and unfamiliar. On occasion, we work with outside sporting organisations to provide further opportunities for learning.

Year 8

Term 1: One-week expedition camp, aquatics and summer sports.

Term 2: Large ball skills (football, volleyball, touch, basketball), winter sports.

Term 3: Cross country and small ball skills (hockey, badminton, cricket, softball), winter sports.

Term 4: Athletics, minor games, summer sports.

Assessment

A variety of formative and summative assessment tasks are used during the year. They include demonstration of the mastery of skill elements in individual units, and participation. Year 8 students will complete seven assessments over the duration of the school year. All these assessments are completed online supplementing the school reports throughout the year.

Year 8 Curriculum – Innovation Programme

Visual Art

Introduction

In this unit, the students will learn how printing is used both as an art form and a way to create multiple images for communication and graphics. They will work with 3 types of printing, card, woodcut and screen, to better understand the multiple ways printing is used to create visual and commercial art.

Course Outline

- The students will learn about the main type of printing methods used to create a series of prints.
- To accomplish this, drawing and design skills will be looked at.
- They will also learn how printing is used by the art and commercial world to create limited editions of an image.
- The students will be exposed to card, woodcut, and screen printing.
- The outcome for the unit will be a series of printed greeting cards, a series of woodcut art prints and a series of t-shirts with a logo that they have designed.

Assessment

The students will be assessed on their effort, completed projects, collaboration and creativity.

Workshop

Introduction

In this unit, the students will learn the graphic and workshop skills to create a working model of a sailboat. The students will learn the working parts of a sailboat and then design and fabricate an actual working model in the workshop. This will then be tested in the pool to see how well the design works.

Course Outline

- The students will learn how design and build a small working model of a sailboat
- The students will learn basic workshop tool skills, craftsmanship and finishing techniques.
- The students will work on an individual workshop project as well in this unit.
- The outcome for this project will be an understanding of scale and how that is used to design real life objects.

Assessment

The students will be assessed on their effort, completed projects, collaboration and creativity.

Workshop and Art Combination

Introduction

In this unit, the students will work within both the Art Room and the Workshop to design and make a small wooden sculpture. They also will work with a basic CAD program to design and print a sculpture using a laser cutter.

Course Outline

- The students will develop basic design, woodworking, painting and ICT skills by working through how to make a small sculpture.
- The students will work with CAD software to be able to create designs to a large scale.
- In the Art strand of this unit, the design and the finishing skills will be emphasised.
- In the Workshop strand of this the students will work on their practical workshop skills.
- The outcome will be a sculpture/creation that will have been designed, enlarged, and finish to a high standard.
- Within this, there will be choice for the students as to what they design.

Assessment

The students will be assessed on their effort, individual and up-scaled sculpture, collaboration and creativity.

Media

Introduction

The aim of this course is to develop creative and critical thinking skills as students learn to analyse various forms of multi-media and draw on their own creativity and skills to produce images and movies.

Students will explore, analyse and create static and moving images through photography and movie making projects. Tasks and tutorials in this programme are designed to develop the individual student's multi-media skills as they plan and construct media to inform, persuade and entertain.

Boys will work both collaboratively and independently on projects to meet set challenges.

Course Outline

In this subject, students will:

- take a closer look and gain an understanding of the main codes and conventions for static and moving images in multimedia.
- learn practical skills in using a camera for static and moving images.
- learn practical skills in a range of photo and movie editing software.
- explore a range of photography themes and styles and learn to digitally manipulate images.
- develop problem solving and critical thinking skills.
- collaborate by exploring and developing their creative ideas and communicate these ideas through the development of their skills in the use of media technology.
- make media products that can entertain, inform, and challenge

Assessment

Students will be assessed through observations, verbal and written feedback, peer assessments, self-reflections and evaluations and a summative rubric on OLE at the end of the course.

Robotic Science

Introduction

Students will build on previously taught concepts in order to master advanced programming techniques and specific engineering knowledge, whilst engaging in competitive and challenge-based activities.

Course Outline

Students will design, build and program robots to compete in points-based challenges and robot games. Students will work through the Engineering and Design Process to understand and overcome the engineering and programming constraints that each challenge and game involves.

Throughout the Year 8 Robotics course students will:

- Gain an understanding of the role of robotics in society.
- Learn advanced programming concepts, such as multi-tasking, switch-case statements and variables.
- Develop robots that utilise specific engineering knowledge, such as gear ratios and torque vs speed.
- Utilise the Engineering and Design Process to successfully plan, design and iterate both their robotic designs and programming code.

Assessment

Students are required to complete an in-class workbook and document their programming and engineering developments in an Engineering and Design journal.

Student work will be assessed through on-line rubrics.

Music and Audio Engineering

Introduction

Music in Year 8 builds on the work students completed in previous years. Students will work both in groups and independently.

Course Outline

Year 8 music offers an engaging, comprehensive programme of learning. Activities will be practical and students will have the opportunity to play in a range of groups including class ensembles, duets and trios.

Students will make, share and respond to music and will contribute to the cultural life of the School with a variety of performances. They will have the chance to develop small ensemble playing in either a traditional or modern context depending on their interest and skills.

Within the course, the boys will choose their own area that they wish to study. Examples of this might be composing on garage band, learning the guitar, bass guitar, keyboard, writing music using software programmes etc.

The Audio Engineering component of the course offers opportunities to compose, edit, mix and master music in a variety of genre using digital formats. Additionally, students will learn about microphone techniques and how to record live music, with an emphasis on putting these skills to practical use. In order to participate, experience in recording, composition or an ability to play a musical instrument is not necessary.

Assessment

- Students are assessed through both practical and written requirements of the course at the completion of the course units.
- Verbal feedback
- Peer assessment
- On-line rubrics
- Self-reflection.

Drama

Introduction

A love for performance and the desire to take part in creative processes - this course is designed to attract boys who have an interest in performance as well as in the writing and production of a play.

Course Outline

In this course, boys will have the opportunity to participate in performances, skits and play-writing to develop their dramatic skills. Students will explore how the techniques of voice, body, movement and space communicate character and ideas. They will explore characterisation, learn to devise performances, develop improvisation skills and work with scripts. They will learn about staging, characterisation, direction and build their acting skills using the stage. They will also study the roles of a director, producer, stage manager, sound and lighting technicians. The course will culminate in the students creating, rehearsing and presenting a small end of course performance which will give them the opportunity to share their work in front of an audience.

Assessment

Students will be assessed individually through both practical and written requirements of the course at the completion of the course units.

Sports Science

Introduction

Year 8 Sports Science will take a focussed view on exercise science and skill development. This option will be made up of both theory and practical experiences.

Course Outline

The course will cover fitness and strength testing, muscle development and sport specific skill development. Students will use the inquiry model to explore athlete development from areas such as nutrition, fitness tracking and monitoring, as well as creating plans for themselves and others to use.

Assessment

This will be assessed based on their inquiries and reported on through Online Assessments.

Additional Information

This is not an additional Physical Education lesson

Personal Project

Introduction

The Personal Project allows the boys to choose a subject that may be a passion for them and to demonstrate particular skills they may have.

Why undertake a Personal Project?

- It will improve time management and planning skills
- It gives an opportunity to extend knowledge and skills in areas of great interest
- It develops sound work habits

An example of a realistic project might be:

- A student who has studied the piano for years may decide to write and interpret a musical score for parts of a school play.
- A student who is interested in endurance sports may wish to complete the Weetabix triathlon and design a training programme for this. They may then design a website that helps others plan their training which, therefore, encourages others to get active.

Course Outline

As this is an subject that requires a lot of independence, there will be a supervisor who will work with the boys in the following areas:

- Exploring and choosing topics with a clear focus and that are achievable in the given timeframe of one semester
- Planning the project
- Gathering the necessary material
- Working on the project
- Keeping a journal of the process
- Presenting the outcome
- Reflecting on the process

The topic or theme must not be too general, nor must it be one that is simply paraphrased from a book, encyclopaedia or the internet. It should be something the student really wants to explore.

Assessment

The nature of the project will vary depending on the type of project chosen. Students will be assessed on their journal of their progress, their ability to create and stick to deadlines and the quality of the final product.

Additional Information

Further information pertaining to the Saint Kentigern Personal Project is available on OLE.

STEM/EPro8

Introduction

This subject is a hands-on, inter-disciplinary approach educating boys in Science, Technology, Engineering and Mathematics. This unit encompasses these four disciplines while solving real world problems. Boys will learn about the principles of construction by building simple structures and machines with the addition of modular electrical components. In addition to this, engineering designs using recyclable materials will also be created. Boys will work collaboratively on practical tasks to meet set challenges.

The projects that the boys build will include the use of motors, gears, pulleys, wheels and axles.

Course Outline

- Structural forces
- Simple machines
- Circuitry
- Collaborative Challenges

The focus will be on the following skills:

- Planning investigations
- Designing
- Constructing
- Evaluating and comparing things
- Interpreting information

Assessment

Information pertaining to assessment and rubrics will be available to pupils and their parents via the OLE.

Year 7 and 8 Christian Education

Introduction

THE SAINT KENTIGERN APPROACH

PURPOSE/GENERAL AIMS

The Christian Education Curriculum seeks to give special attention to the search for meaning and purpose through a Four Strand Approach. During the 1990's the Dialogue Australasian Network brought about a new initiative that sought to place a greater emphasis on the development and teaching of values and religious education in Australasian schools. Our Four strand approach grew out of their work and has been remodelled to meet our own student's needs and the particularity of our school's context. This resulted in what we call a four-strand approach:

Course Outline

BIBLICAL/CHRISTIAN TRADITION:

Students will develop an appreciation for the stories and events in the Bible and an understanding of Christian tradition. Questions to be

examined will include: Who wrote the Bible? How do we understand the Bible as God's revelation to humanity? How does the historical context into which the stories were formed impact our understanding and interpretation? What can the Bible teach us today? Students will focus on key characters in the Old and New Testament. Students will also focus on the traditions surrounding Easter and Christmas.

THE PERSON AND WORK OF JESUS:

Students will learn and deepen their understanding of who Jesus was as an historical figure and as the Son of God and who he is for us today. Students will focus on the miracles Jesus performed, the parables that he told, and on the places he visited and on the context where he grew up. Students will apply the teaching and example of Jesus to life today. Who Jesus for us today? What does it mean to believe in him?

VALUES AND SERVICE:

Students will learn the core values of love, integrity, excellence, respect and service and be encouraged to find ways of living out those values. The values programme is integrated into classroom teaching, Chapel, Assembly, House Meeting and Syndicate Assemblies, as well as Christian Education classes. Students will reflect on questions relating to morality. What is right and wrong? How should I live? What is a Christian ethic? Students will have opportunities to take part in service initiatives throughout the year and in Year 7 and 8 the students are expected to take part in the the Saint Kentigern Service Award.

PRAYER AND WORSHIP:

Students will be encouraged to value the importance of prayer, reflection and contemplation and to take part in the prayer and worshipping life of the school in the Classroom, in Chapel, Assemblies and in other Special Services.

Assessment

In Year 7 students are involved in the following assessments.

1. Students create a commercial to sell the Bible
2. Students complete a project on four stories from the book of Genesis.

In Year 8 students are involved in the following assessments.

1. Students create a presentation on the life of Jesus
2. Students visually retell a Parable of Jesus

Additional Information

All students receive a new Bible on their arrival at Saint Kentigern Boys' School that they need to bring with them to their Christian Education classes.

Service

In keeping with the Saint Kentigern Mission Statement: '...to provide education which inspires students to strive for excellence in all areas of life for the glory of God and the service of others,' there are several opportunities during the year where students may aid others; both within our community locally, nationally as well as internationally.

Saint Kentigern Service Award

The Saint Kentigern Service Award is available to students in Years 7 and 8. The Award encourages and acknowledges the boys at Saint Kentigern Boys' School as they engage in acts of service at school, at home and in the community. The Award comprises three levels: Bronze, Silver and Gold. Each boy who undertakes the Service Award is responsible for recording his progress in a Service Portfolio, which he maintains under the guidance of the Chaplain and Senior School Dean. Detailed information is available on the Senior School OLE Homepage.

We firmly believe that our boys need to be fantastic citizens within our school community, their families, the wider community and internationally. The world is becoming increasingly small and an awareness of all these areas is important for our boys.

Every boy in the Senior School will undertake a monitor role throughout the year where he will provide service to others within the school environment. Here he will accumulate time served to work towards our Service Award levels.

Boys in the Senior School will also be encouraged to provide service in the family environment and this makes up part of the Bronze Award.

Similarly, our boys provide service in our wider Saint Kentigern community by visiting our Pre-School during Year 7. In Year 8, this extends to the wider community by transporting food to the local foodbank and providing a reading buddy programme to schools in other parts of Auckland. In recent years, an opportunity to provide service internationally has been made available to our Year 8 students by working in village communities in Nadi, Fiji and Port Vila, Vanuatu.

It is our belief that these opportunities provide our boys with a basis from which to develop service ideas of their own as they grow older.

Boy vs Wild Service Challenge

Those boys in Year 8 who have met the criteria for the Silver Service Award will be invited to attend a Boy v Wild Service Camp during Term 4.

Leadership

There are many leadership opportunities for our boys including specific roles such as Prefects, School Councillors and Peer Mediators. These opportunities, along with Service opportunities discussed above, help our senior boys navigate the early teen years.

Education Outside the Classroom (EOTC)

EOTC is a generic term used to describe curriculum-based learning and teaching that extends the four walls of the classroom. EOTC can range from a museum or marae visit to a sports trip, an outdoor education camp, a field trip to the rocky shore, or a visit to practise another language. EOTC can take place in the school grounds, in the local community, or in regions further afield, including overseas.

There is much to be gained from these experiences beyond the school gates. These ventures help put learning into a real-life context. They encourage our boys to develop confidence and self-awareness, enhancing personal growth and interpersonal relationships. We use a range of high quality resources, organisations and environments to create these unique experiences.

In the Senior School, there is a camp week for all the Year 7 and 8 boys early in Term 1. The boys are given opportunities to gain independence and a significant emphasis is placed on the growth of self-esteem, development of relationships and confidence gained through challenges. The boys will also get a variety of other experiences throughout the year, each one designed to promote a love of the outdoors, enhance learning and create shared experiences.

Year 7:

Classes spend a week at the Whangarei Heads in Northland in Term 1. This camp is in Term 1 and is used as an orientation camp. The primary objective of this week is to create bonds and relationships between

the old students and the new intake of boys. The camp is designed to challenge the boys with activities that include sailing, surfing, bush walking, problem solving and outdoor cooking.

In Term 4, all Year 7 boys will all participate in a challenge and initiative camp for two nights and three days focussing on team work and leadership activities in preparation for being senior students the following year.

Year 8:

Boys spend a week at Tongariro National Park in Term 1. The level of responsibility required of the boys increases as they cook their meals and spend the week on an expedition style camp. The pursuits are designed to challenge the boys and are a culmination of all their camp experiences at Saint Kentigern Boys' School. The boys take part in land and water-based activities including bush craft, abseiling, kayaking, caving and they will also complete an overnighter in the bush in shelters they create themselves.

In Term 4, the Year 8 boys will have an opportunity to participate in an 'End-of-Year Programme' acknowledging their contribution and to mark the completion of their years at Saint Kentigern Boys' School. Survival skills activities, First Aid courses and Work Experience days are commonplace in this programme.

Love *Inspiration*
Trust *Service*
Leadership *Challenge*
Excellence *Hope*
Compassion *Faith*
Integrity *Respect*
Serve

Boys' School Handbook

SENIOR SCHOOL

BOYS' SCHOOL For Boys in Years 1-8

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