



THE PENINSULA SCHOOL



Review of Curriculum

for
Early Childhood Centre
Junior School
Middle School
Senior School
&
The Peninsula School Code of Behaviour



THE PENINSULA SCHOOL

The Spirit of Learning

Achieving high academic standards in an open entry school

PASS

The curriculum at The Peninsula School is designed to maximise the educational opportunities of our diverse, fully coeducational, open-entry student population. The framework for our teaching and learning program is set out in our PASS (Peninsula Academic Skill Set) document. The PASS framework was developed after exhaustive research into the latest teaching techniques and student learning styles.

PASS organises our educational approach into four elements:

- an effective learning environment,
- effective design for learning,
- effective teacher strategies; and
- effective learner behaviours.

Our commitment to a broad, differentiated curriculum develops in different ways at each stage of a student's life at The Peninsula School.

A copy of the PASS framework is available from our website – <http://www.tps.vic.edu.au/curriculum.html>

Early Childhood Centre

3yo Kinder to Grade 1

Kindergarten Program

Around 160 students are currently enrolled in our Early Childhood Centre from 3 Year-Old Kinder to Grade 1. We offer two classes at each year level.

Our curriculum in both Kindertagens has been influenced by both the forebears of early childhood education, such as Montessori, Piaget, Froebel and Steiner, and also more recent theorists such as Gardner, De Bono, the current socio-cultural focus and also the educators of Reggio Emilia in Italy. This eclectic approach ensures that we acknowledge the established theories of early childhood education as well as exploring current approaches. The way in which we program for the children, together with the manner in which we report to parents, recognises this eclectic approach.

Our curriculum and the content of the program include both teacher-directed activities and those springing from the children's particular interests.

Central to our early childhood program in both the Kindertagens, as well as our Prep and Grade One classes, is the concept of a "developmental" or "investigations" curriculum. This program engages children in exciting, personalised and authentic learning experiences that reflect the needs and interests of the learner. We believe that children's learning is maximised through exploration, experimentation and investigation. By engaging open-ended activities, the children experience unlimited possibilities.

We recognise that children learn in different ways and consequently our curriculum incorporates activities that are based on visual, auditory and sensorial modes, thus ensuring that every child has a means by which to learn about themselves and the world around them. The curriculum and pastoral care in the ECC looks to develop and respond to the whole child. We have embedded many initiatives from the School's Positive Psychology program into our Early Childhood curriculum.

Prep to Grade 1 Core Curriculum

Our Prep and Grade 1 programs are based on The Victorian Essential Standards and Framework (VELS), which has eight key learning areas: English, Mathematics, Science, Technology, SOSE (Studies of Society and Environment), Languages, The Arts, and Health and Physical Education.

English

- Literacy Skills
- Reading and Writing
- Speaking and Listening
- Library.

Mathematics

- Numeracy, Measurement
- Space, Data and Chance.

Inquiry Studies

- Thinking Skills and Science,
- Studies of Society and Environment (SOSE)
- Technology
- Health.

Information Technology

- Computer and Research
- Library – Data and Information.

The Arts

- Performing – Music, Drama, Instrumental
- Visual – Art, Design.

Health & Physical Education

- Skills and Fitness Club
- Swimming Program
- Perceptual Motor Program (PMP).

Religion in Life

- Classes. Chapel (once per Term)

Languages

- French is taught from Grade One.

Reading Recovery, Personal Development and Literacy & Numeracy Support & Extension – as required.

Additional information about the Early Childhood Centre

Religion in Life

Religion in Life offers a broad-based curriculum with an emphasis on Christian values and teaching. Children attend Chapel once per term. All staff are expected to participate in the religious life of the School and demonstrate the values of Christianity.

Physical Education

The Physical Education Program encourages all children to increase their levels of fitness, learn good sportsmanship and develop their gross motor skills. The Perceptual Motor Program is a specialist program which involves many parents, volunteers and staff.

An extensive swimming program is also offered. The School's heated swimming pools provide excellent facilities for the specialist swimming coaches, primarily during Terms 1 and 4.

Free coaching clinics are available in four blocks per year to assist children in their development of swimming, ball handling and athletics skills. These clinics are conducted after school hours.

Tennis coaching is available for students in Prep and Grade One after School hours at an additional cost to parents.

Outside School hours care program

The program provides before and after school care for children. The Outside School Hours Care Program is administered by external provider, Extend, and may be utilised by families on a regular or an occasional basis. After school care is available for ECC students and operates between the hours of 3pm and 6pm. Children in the three year old Kindergarten are unable to attend the after school care program, and there are a limited number of spaces for children in the four year old Kindergarten group. Bookings are essential. Before school care is conducted from 8am until 9am and is available for all ECC students. Fees are paid directly to Extend.



Junior School

Grades 2 to 6

Our Junior School has a total enrolment of approximately 350 girls and boys from Grade 2 to Grade 6. Primary classrooms are accommodated within the D.B. Clark Junior School Centre and the Peninsula Discovery Centre, which houses our French, Art and Science specialist classrooms.

Key learning areas

The Junior School bases its program on the Victorian Essential Standards and Framework (VELS), which has eight key learning areas: English, Mathematics, Science, Technology, SOSE, Languages - French, The Arts and Health and Physical Education.

The Junior School curriculum priorities include literacy, numeracy and thinking skills. Individual achievement and the pursuit of excellence are encouraged in all subject areas.

Junior School teachers benefit from regular professional development and Curriculum forums. This enables staff to identify best teaching practice and to provide a consistent pedagogy throughout the Junior School. Positive Education at The Peninsula School is expressed through Brain Based Learning and Positive Psychology practices.

The Junior School also has ready access to the expertise of the Chaplain, the Medical Centre staff, school counsellors and our visiting occupational therapist and speech pathologist.



Junior School Core Curriculum

English

- Reading, Writing
- Speaking and Listening
- Library - Literacy.

Mathematics

- Numeracy, Measurement, Space, Data, Chance.

Inquiry Studies

- Thinking Skills
- Science
- Studies of Society and Environment
- Technology
- Health, Personal and Social Learning.

Information Technology

- Computer, Research
- Library – data, information.

The Arts

- Performing, music, instrumental, drama ensembles (including Year 2 Strings Program and the Year 5 Band Program).

Visual Art and Design

Physical Education

- Skills, sport, outdoor education, swimming, fitness.

Religion in Life

- Classes, Chapel.

Languages

- French.

Extension programs for gifted and talented students.

Personal Development

- Positive Psychology, Personal and Social Learning.

Literacy and numeracy support for children requiring additional assistance in specific areas of learning.

Additional information about the Junior School

Peninsula Enrichment Program (PEP)

Students in the Junior School who display a particular talent or interest may be offered the opportunity to attend a variety of extension and enrichment programs as part of our PEP. These programs may be in the form of a specific project, competition, challenge, exploration or experience. Students work in teams of up to 10 under the guidance of our specialist PEP teacher.

Religion in Life

Religion in Life offers a broad-based curriculum with an emphasis on Christian values and teaching. Children attend Chapel fortnightly and this is complemented by support materials in class. All staff are expected to support the religious life of the school and demonstrate the values of Christianity.

Information Technology

Each classroom contains computers for use by students during their daily program. All classes are timetabled to use the computer laboratory in the Junior School, where children are taught core computer skills and educational programs. The sequential program includes the application of electronic skills to all core curriculum subjects and explores the safe use of Web 3 technologies.

Outdoor Education

Junior School students enjoy the benefits of Outdoor Education activities including camps, study tours, life saving, snow sports and much more. The range of activities provides opportunity for all students no matter where their interests may lie. All activities are planned and fully facilitated to ensure safe experiences. The Junior School Camp program includes an Outdoor and Environmental camp early in the year for Grades 3 to 6, which is followed by Study Tours in October for all students in Grades 2 to 6.

Physical Education

The Physical Education Program encourages all children to increase their levels of fitness, learn good sportsmanship, develop their skills and to participate in major games and sports. An extensive swimming program is offered. The School's heated swimming pools provide excellent facilities for our specialist swimming coaches. Junior School PE also provides developmental links to District Sport and the Associated Grammar Schools (AGS) competition. Expert coaching provides the framework for improved skill, confidence and self-esteem.

The Arts

All students are offered the opportunity to learn an instrument of their choice. Students are invited to play in appropriate ensembles and have the opportunity to perform at various venues and levels, including our School assemblies, the Junior School Heads Association of Australia Concert in Melbourne, Grand Music Showcase and other special occasions.

Visual Arts is incorporated within the Junior School program. Students participate in weekly art lessons designed to explore a variety of materials, mediums and themes. Student creations are exhibited at an annual art show.

Grade 2 Strings program

Children in Grade 2 are provided with a semester of free tuition on violin or cello. The program aims to provide knowledge of basic skills and care of the instruments. Grade 2 students are offered the opportunity to perform as a class ensemble.

Grade 5 Band program

All Grade 5 students learn a band (orchestral) instrument as part of their core music program. Students play together as an ensemble one period a week, and also have a weekly small group tutorial with a specialist teacher. The program uses the Band Method, which was designed and developed specifically for Australian schools by composer Sam Seabrook. The Grade 5 program is a prelude to potential participation in the Grainger Band and the senior ensembles in future years.

Outside School hours care program

The program provides before and after school care for children. The After School Care Program is conducted by external provider Extend, and may be used on a regular or an occasional basis. After school care operates between the hours of 3pm and 6pm. Before school care is conducted from 8am until 9am. Fees for this program are paid directly to Extend.



Middle School

Years 7 and 8

The Middle School years constitute a unique period of student growth and development. The Peninsula School program is designed to expand students' academic skills and promote personal development and attitudes of responsible citizenship through a variety of learning experiences.

Our teaching philosophy and practice is based on the understanding that during these years students undergo significant physical, emotional, social and academic development. We cater to these challenges with a diverse range of curricular and co-curricular activities for students to follow their areas of interest and empower them to accept increasing levels of responsibility for their own learning and behaviour.

Our Middle School students are encouraged to accept personally extending challenges through a range of experiences. With the support of talented teaching teams, the technology-equipped Perry Building, and teaching pedagogy based upon the Peninsula Academic Skill Set (PASS) learning policy, our students develop diverse skills in a range of enjoyable and extending Middle School experiences.

We pride ourselves on our collaborative approach which is focused on the holistic development of the student, and strongly believe that the best education is founded on a strong partnership between home and School.

Middle School Curriculum

All students in Year 7 – 12 require a notebook computer which is specified by, and usually purchased through, the School. Purchase arrangements are available upon request.

Year 7 course outline

Core Subjects:

- English
- Chinese or French
- Visual Arts including Ceramics, Art, Visual Communication Design and Design Technology
- Drama
- Humanities: Geography and History
- Information and Communication Technology
- Living and Faith
- Mathematics
- Music Performance and Music Technology
- Physical Education
- Positive Psychology
- Science
- Extension and remediation programmes as required.

Year 8 course outline

Core Subjects:

- English
- Humanities: Geography and History
- Information and Communication Technology
- Living and Faith
- Mathematics
- Science
- Physical Education
- Positive Psychology
- Chinese or French (whole year).

Year 8 elective subjects

Students choose two semester (half year) Performance and Visual Arts subjects from the following:

- Performance Stage
- Performance Screen
- Art
- Ceramics
- Design and Technology
- Music Performance
- Music Technology
- Visual Communication and Design.



Year 9 Program

Pre-Senior Year

Those involved in the education of students in the middle years, particularly Year 9, well understand the challenges which accompany this stage of adolescence. Research has shown that the traditional models of learning and teaching are generally not successful in engaging the majority of Year 9 students or meeting their learning needs. Unfortunately, there is no blueprint for Year 9 reform that can be applied to all school situations. Each school has its own history, culture and set of characteristics, and each school needs to develop its own pathway.

The following six initiatives have been implemented at The Peninsula School in order to address the particular needs of Year 9 students. By focusing on the areas outlined below, it is our aim to generate a new, effective and innovative approach to schooling at Year 9.

1. **Schooling structure:** provide structures and procedures that deliver timetable flexibility and enable a strong bond to be developed between staff and students.
2. **Teaching-learning practices:** provide classroom organisation and teaching and learning practices that are responsive to the diverse learning, social and emotional needs of young adolescents.
3. **Year 9 locations:** provide a distinct physical environment dedicated to Year 9.
4. **Adult and community connections:** provide learning opportunities that support students to engage with adults from their community and provide practical support to their community.
5. **Leadership and responsibility:** provide opportunities for students to experience adult-like roles of leadership and responsibility.
6. **Youth oriented events:** provide opportunities for students to participate in special events or programs that are of substantial interest and/or challenge them.

Year 9 curriculum

The Year 9 core subjects and the elective subjects mirror those listed for Year 8

In addition, Year 9 students participate in a number of external programs, including:

P2C – Our “Peninsula to City” program runs for two weeks of the year. Students travel to Melbourne’s CBD every day by train, and participate in various group and individual learning activities. The program is intended to give students an introduction to commuting to the city, a connection with the wider community, and an educational experience beyond the classroom.

Outdoor Education – Our Year 9 students enjoy a physically challenging ten day camp, intended to stretch the students beyond their comfort zones. The camp comprises a 5 day base-camp involving a demanding activities program, and a 5 day hiking and white-water rafting experience.

Pathways@9 – our introductory careers program enables students to make a more informed choice on possible career options, as well as enabling students to connect with the community through the exploration of possible career pathways. The Pathways@9 program also incorporates community service initiatives.



Senior School

Years 10 to 12

In the Senior School, high expectations are placed on all students to achieve their personal best and students are encouraged to strive for continual improvement in order to become successful life-long learners. A culture of mutual respect forms the basis of a strong learning environment and self-respect is encouraged through positive engagement, meaning and purpose. Wellbeing is fostered through positive relationships in which every student is known, valued and experiences a strong sense of belonging. In this environment successful learning is allowed to flourish as students progress through the three levels of the Senior School.

The particular focus at Year 10 is building foundations: transition to Senior School, greater independence, taking individual responsibility and the development of life skills.

At Year 11, the specific focus is consolidation: study, thinking and learning skills, personal growth, leadership opportunities and the development of pathways for future study.

At Year 12, our emphasis is on excellence: we continue to maximise academic performance with a view to life beyond secondary school, leadership opportunities and an enhanced awareness of the broader community.

Year 10 curriculum

Core subjects

- English
- Religion and Society (VCE Ethics Unit 2)
- Mathematics (streamed according to ability)
- Science (Core Science or Specialist Science)
- Physical Education

Elective subjects

Students choose two of the following full-year electives:

- Art
- Business and Finance
- Ceramics
- Chinese
- Design Technology
- French
- Health and Sports Science
- Literature and Cinema Studies
- Music Performance
- Photography
- Visual Communication & Design.

Many of our students undertake one or two of the following VCE

(Units 1 and 2) subjects as their elective subjects:

- Biology
- Business Management
- Economics
- Geography
- History: Twentieth Century History
- Information Technology
- Legal Studies
- Psychology
- Physical Education
- Theatre Studies.

Years 11 and 12 curriculum

Students must accumulate 16 units of VCE study at Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4) to be awarded their Victorian Certificate of Education (VCE). To be awarded an Australian Tertiary Entrance Ranking (ATAR) for entry to Australian Universities, students must complete English (or English as a Second Language) Units 1-4 and a minimum of 3 other unit 3-4 studies. At The Peninsula School, students generally complete 6 units of 3-4 study.

Common study

All VCE students undertake English, Units 1-4, or English as a Second Language (ESL) Units 1-4, as well as five of the following sequences of Units 1-4:

The Arts, Commerce, Humanities and Languages

- Accounting, Units 1-4
- Business Management, Units 1-4
- Chinese (First Language), Units 1-4
- Chinese (Second Language), Units 1-4
- Drama, Units 1-4
- Economics, Units 1-4
- French, Units 1-4
- Geography, Units 1-4
- Global Politics Units 3-4
- Health and Human Development Units 3-4
- History: Twentieth Century History, Units 1-2
- History: Revolutions, Units 3-4
- Legal Studies, Units 1-4
- Literature, Units 3-4
- Media Studies 3-4
- Music Performance – Solo/Group, Units 1-4
- Physical Education, Units 1-4
- Religion & Society Units 3-4
- Studio Art Units 1-4
- Theatre Studies, Units 3-4
- Visual Communication & Design Units 1-4.

(The students also have access to the variety of languages offered by the Victorian School of Languages such as Japanese, Indonesian and Italian.)

Mathematics, Science and Technology

- Biology, Units 1-4
- Chemistry, Units 1-4
- Information Technology, Units 1-4
- Information Processing & Management, Units 3-4
- Information Systems, Units 3-4
- Mathematics: Foundation Maths, Units 1-2
- Mathematics: General Maths (Further), Units 1-2
- Mathematics: General Maths (Methods) Units 1-2
- Mathematics: Further Maths, Units 3-4
- Mathematics: Mathematical Methods, Units 1-4
- Mathematics: Maths for Specialists Units 3-4
- Physics, Units 1-4
- Product Design & Technology 1-4
- Psychology Units 1-4.



Vocational Education and Training (VET) subjects

Students may also undertake VET subjects as a component of their VCE study at Year 11 and 12. VET subjects provide alternative study options for students that exist beyond the VCE program. Subjects include Dance, Electrotechnology, Engineering, and Financial Services.

Additional Information about the Senior School

Year 10 entry to The Peninsula School – International Students

International students entering Year 10 after the commencement of the year will undertake an introduction to Business Studies instead of an elective. This is a useful preface to VCE Accounting, Economics and Legal Studies. The student will also undertake intensive instruction in English to support their other English study as their second elective.

Careers program

We offer an outstanding Careers program for students from Years 9 to 12.

Year 9 students, through a variety of activities, are encouraged to broaden their horizons and look at new career areas. They are also given a series of tests of their interests, abilities and work values to help clarify career goals.

From Year 10, students learn how to approach prospective employers, prepare resumés and handle job interviews prior to participating in work experience. They are also given specialised guidance in their selection of VCE courses.

From Year 11, students are introduced to university and TAFE courses and the qualifications required for these. They also visit universities and a TAFE campus.

At Year 12 the emphasis is on assisting students in their selection of tertiary courses.



Computing

Provision of the latest hardware and software for all students is combined with a computer integrated curriculum for students in Years 7 to 10 with individual Notebook Computers.

Creative Arts

The Art, Design and Technology Department aims to provide a unique, vibrant and imaginative set of learning experiences which cater for the individual differences of all students.

We strive to encourage students to respond creatively to problems and situations in a supportive, safe, equal opportunity environment. Our aim is to offer culturally expanding experiences which will allow our students to embrace change and become independent, resourceful and innovative members of a culturally diverse contemporary society.

Students are exposed to a wide range of creative opportunities, including the four major Art, Design and Technology disciplines: Art, Ceramics, Design Technology and Visual Communication & Design. Within these disciplines, students may have the opportunity to experience:

Design Technology

- Welding
- Machine Shop Practice
- Soldering
- Electronics
- Working with Plastics
- Wood Turning
- General Woodwork.

Ceramics

- Pottery Wheel
- Creative Ceramics
- Kilns for Glazing.

Art, Visual Communication & Design

- Painting
- Multimedia Work
- Drawing Equipment
- Advertising Art
- Sculpture
- Engineering and Architectural Drawing
- Computer Graphics Program.



Additional support for students

Department of Individual Differences (DID)

The DID provides expert assistance to students who have difficulties in the core subjects of the curriculum, whether these difficulties are caused by special learning needs, or the result of a physical or other impairment. A strong feature of this assistance is its ability to build strong self-esteem in students who participate.

Students are either withdrawn from their usual classes and given individual help, or are assisted by the staff working alongside classroom teachers. Both are non-threatening and positive ways of helping students with their individual needs.

The Department also has ready access to the expertise of the Chaplain, School Health, School Counsellors and our visiting occupational therapists and speech pathologists.

Positive Psychology

When asked what parents want for their children, not surprisingly, the answer almost always indicates that they want their children to be happy, healthy and successful.

The Peninsula School is very committed to the development of the whole person. The well being of our students and staff and the provision of a leading edge education for all underpin all that we do at the School. Optimism, resilience, confidence, creativity and leadership are some of the many strengths that we look to engender in our students, in addition to fostering a love of lifelong learning.

In a nutshell, we aim to produce well educated and well rounded, resilient individuals who are capable of flourishing personally and professionally, and who are well equipped to contribute to society in a satisfying and meaningful way.

What is Positive Psychology?

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. Positive Psychology focuses on cultivating increased levels of happiness and fulfilment regardless of one's circumstances. Put simply, it is the study of 'what is right with life'.

Positive Education at The Peninsula School

The Peninsula School places a huge emphasis on building mutually respectful relationships and connectedness within our community. We understand that positive teacher-student relationships are a key factor in student achievement and enhanced academic performance.

All Peninsula School Staff undergo continuous training in the principles of Positive Psychology. To promote positive emotions, engagement, relationships, meaning and accomplishment, the School, from the ECC to Year 12, has adopted a whole school positive psychology approach to teaching and learning.

An Informed Scientific Approach

The Peninsula School is informed, and staff are trained, by a prominent Australian expert in this field, Associate Professor Lea Waters from The University of Melbourne. The scientific evidence-based approach to positive psychology training draws on empirical research findings of psychology, neuroscience and education. This research suggests that when applied in schools, student engagement, wellbeing and academic performance are greatly enhanced.

The encouragement that positive psychology gives to us to dwell on the things that are going well in our lives, rather than on the negatives, is well encapsulated in our school motto 'Hold fast to that which is good'.



Positive Psychology@Peninsula

The Peninsula School

Code of Behaviour

1. The Peninsula School is a place where a complete education may be undertaken in a helpful and co-operative environment. To develop such an environment it is necessary to provide more than facilities for classes and sport - we need to have an atmosphere that will foster the development of the mind, body and character. It is most important, therefore, that all associated with the life of the School regard themselves and other persons with dignity and respect, and learn the importance of co-operating in a community with many diverse interests, as well as a common concern for the wellbeing of all its members.
 2. It is expected that each student will co-operate to the fullest in taking responsibility for his/her own progress by diligent and careful preparation for, and participation in, all the classes of which he/she is a member. It is particularly important that no student, either through neglect or lack of concern, interferes with the rights of others to pursue their courses. Therefore, irresponsible behaviour in School or class, or the defiance of a teacher's authority, cannot be tolerated.
 3. As it is essential that each student develops self respect both as a person and as a member of the School community, students must conduct themselves at all times in a manner which will not detract from their own reputation or reduce that of other members of the School. Students do not have the right either to conduct themselves in such a way as is likely to offend others. Offensive behaviour will not be tolerated whether it be the irresponsible use of offensive language, smoking, drinking of alcoholic liquor, gambling, stealing or the injury of others. As some of these are offences against the law, offenders may be asked to leave the School.
 4. Self-respect is also mirrored in a student's appearance and grooming, characterised by cleanliness and tidiness. Students should ensure that they display good personal hygiene, a neat hair style, and a well-maintained uniform. It is a requirement of the School that the School Uniform (as prescribed in clothing regulations) be worn to all School functions and sporting fixtures unless students are otherwise directed.
 5. Another serious offence is the mistreatment of the property of others. Such behaviour reveals a lack of concern for the owners of that property whether these be individuals, the School as a whole, or the community, and cannot be countenanced.
 6. Enrolment at The Peninsula School assumes a commitment to our compulsory sporting program. For students in the Middle and Senior schools this means they will be available to represent the School on Saturdays. The School offers a wide range of courses, activities and sporting pursuits. While it is understood that students cannot participate in all of these they should take part in as many as possible and encourage the involvement of their peers. All are encouraged to attend, even if only as spectators, the major annual events of school life, such as prize-givings, School plays and concerts, AGSV Sporting Championships and such other functions held from time to time.
 7. When a student accepts membership of a School team, club or society he/she accepts all of the commitments involved in the membership, for not to do so is a mark of little respect towards the other members of the group.
 8. All must recognise that there are certain legal responsibilities involved in attendance at the School. In particular, a student may not leave the grounds for any purpose during the School day without special leave from the Principal, or from those to whom he delegates his authority, and must sign the leave book on departure and return. After any absence from the School, a student must produce an absence note signed by his/her parent or guardian. Except in the case of illness, a student must be in attendance on all days on which the School is open, unless leave has been granted by the Principal.
 9. In matters which are not specifically covered by the above Code or any other School Regulation, members of the School will observe the principles outlined above concerning the dignity of each person, respect for others and their property and of mutual co-operation within the School community.
 10. It is expected that students of The Peninsula School will behave in a socially acceptable manner at all times, including times deemed to be 'out of school hours'.
- Being enrolled at the School implies acceptance of the above Code of Behaviour. Continued enrolment at the School is at the discretion of the Principal and is dependent on compliance with this Code of Behaviour.



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