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Introduction

Engaged in Inquiry

The Year 8 Curriculum is challenging and stimulating, students are encouraged to be adventurous and follow lines of inquiry. The strong focus on thinking skills and nurturing inquiry attitudes develops in Year 8 students the ability to construct their own understandings and successfully problem solve.

The core curriculum at Year 8 consists of the following Key Learning Areas:

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

Featured Program – Our Sustainable World

A think tank over 3 exciting days incorporating Science, and various other academic subjects where students actively take part in researching and developing solutions to environmental and social challenges.

An integral part of the Year 8 Program includes working with students to develop effective habits of goal setting, time management, study and revision skills, resiliency and social skills, co-curricular and personal responsibility.

In addition, students are offered wonderful opportunities in a diverse range of co-curricular activities and are encouraged to seek these out. The Year 8 OEG Camp is an adventure to look forward to in Term 2.
Kilvington aims to provide learning experiences that cater for the abilities, interests and learning styles of each student. Learning at Kilvington is assumed to be a shared responsibility in which students, teachers and parents have a part to play.

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

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

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

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

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

The McKie Resource Centre caters for all students from ELC to VCE and provides a comprehensive collection of print, audio-visual and online resources that support the curriculum and audio visual equipment. There is an extensive collection of picture books and novels for recreational reading for all year levels. We are open daily during term time and students are welcome to make use of the refurbished McKie Resource Centre which is a central light-filled space that provides a comfortable and quiet library environment.

The staff of the McKie Resource Centre – Mrs Jane Viner, Mr Jordan Adams and Ms Vanessa Walker aim to provide a caring, student and staff friendly well-resourced environment for reading, research, relaxation and individual study.

The Resource Centre has a dedicated Junior Library area where ELC and Junior classes visit regularly with their teachers to enjoy literature and develop their researching skills. Year 3 – 6 Junior School students can visit at lunchtime with a library pass from their class teacher.

For secondary students, the Resource Centre provides a wide selection of print and electronic resources to support the Curriculum, as well as a comprehensive collection of novels for recreational reading. Students in English classes from Year 7 – 10 enjoy a regular wide reading session.

Information and digital literacy skills are taught co-operatively with classroom teachers to enhance student learning outcomes and lifelong learning. Displays promoting faculty weeks, local, regional, national and global events and issues are a regular part of the resource centre environment. An appreciation of literature and the love of reading is encouraged by the staff, displays and the development of the collection.

All students from Early Learning to Year 12 are welcome to borrow resources and it is their responsibility to ensure they are returned or renewed to enable others to share the resources. Non-returned, lost or damaged resources will be billed to school accounts on a term basis. Students receive a reminder via their class teacher or tutor. Junior School parents receive an email for overdue items. Please contact one of the library team members with any queries or email library@kilvington.vic.edu.au

Open daily in Term time: Library Hours: 8.00am to 4.30pm Tuesday to Thursday and 8.00am to 4.00pm on Friday. Open Monday 8.00am – 3.40pm (closed recess, after school).
Homework

Homework Policy

Rationale

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

Kilvington supports the view that students should participate in a balanced curriculum in which time for co-curricular pursuits and family is vital. The setting of homework should be placed in context of all other worthwhile activities that a student participates in. Homework gives Parents/caregivers the additional opportunity to monitor the progress of their child and we recognise that encouragement and support from parents/caregivers helps students to have a positive, productive approach to homework.

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

General Understandings

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

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

Policy

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

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

- Take an active interest in your child's homework
- Encourage your child to discuss work covered in classes
- Support your child in setting aside time each day for homework
- Provide a dedicated place for homework and study if possible
- Assist teachers to monitor homework by signing completed work if requested, and be aware of the amount of homework set
- Communicate with teachers any concerns about the nature of homework or your child's approach to homework
- Encourage your children to read novels and take an interest in current events
- Alert the school to any circumstances or cocurricular activities which may need to be taken into consideration when homework is being set or marked
YEAR 8 COURSE DESCRIPTIONS
Course Outline

This course aims to assist students in working towards developing the skills, knowledge, understanding and analysis required to produce major artworks, using a variety of media and techniques. The emphasis is on the development of skills, techniques and analysis.

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

- Creating and making
- Exploring and responding
- Investigating and designing
- Producing
- Analysing and evaluating

Topics:
- Further studies of the Elements of Art
- Two dimensional techniques such as drawing, painting, collage and/or printmaking
- Three dimensional techniques such as sculpture, modelling and/or construction using materials such as clay, cardboard, wood and/or metal
- Introduction to Design and creating artworks in response to a Brief
- Introduction to Digital Art using the Adobe Creative Suite of software (Photoshop and Illustrator)
- Analysis of artworks, artists and/or Art movements relevant to areas of study

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

Assessment
Students are assessed individually and/or in groups, depending on the tasks. Major tasks are assessed by rubric and will involve criteria including;

2D & 3D Art
- Visual diary
- Analysis
- Final artworks
- Evaluation

Creative Design
- Design process - visual diary
- Final designs
- Evaluation
Course Outline

Year 8 Drama is designed to inspire and encourage students to take risks, develop self confidence and learn numerous Drama techniques.

Improvisation, script writing, musical theatre, mime, solo and group performance will all be part of the Year 8 course. Self reflection and peer evaluation will be evident throughout the year and form part of the continual assessment.

Students will develop an understanding of Shakespeare and Greek Theatre. They will research and explore Drama from other cultures and make a presentation of their findings to the class.

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

- Creating and Making
- Exploring and responding

Topics

- Improvisation: Spontaneous and prepared improvisations on a given topic
- Script writing: In small groups develop and perform an original script
- Characters: Research and development
- Group performance: Interpretation and performance of a script
- Monologue: Solo performance based assessment task
- Drama of different cultures: Presentation and research task

Assessment

Students are assessed individually, in pairs and small groups. Assessments will be both practical and in written form. Each task will have a set of criteria and students will be taken through those before they are assessed.
Course Outline

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students continue to develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. In Year 8 there is a focus on debating, with students learning to perform all three speaker roles and how to adjudicate debates. They build on their understanding of English grammar and syntax and further explore the etymology of some words, including those with Greek and Latin roots.

By the end of Year 8, students will be able to
• Explain how language features, images and vocabulary are used to represent different ideas and issues in texts, and can be used for particular purposes and effects
• Interpret texts, questioning the reliability of sources of ideas and information
• Show how events, situations and people can be represented from different viewpoints
• Explain the effectiveness of language choices they use to influence the audience
• Create texts for different purposes, selecting language to influence audience response
• Make presentations and contribute actively to class and group discussions
• Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation

Assessment
• A variety of differentiated written pieces and oral presentations, including
• Poetry and creative writing folios
• Photostory documentary
• Speech to the class
• Essay in response to the novel
• Small group work using defined protocols
• Class discussions, both prepared and informal
• Close reading and comprehension exercises
• Etymology research and quiz
• "This is Not an Essay" creative group presentation (short film)
• Self-assessment and reflection on work-in-progress, peer assessment and rubric-based formal assessment
Course Outline

In Year 8 students are introduced to a wider range of vocabulary and expressions in French via a variety of topics. The four macro skills: reading, listening, writing and speaking are further developed and consolidated. An awareness and understanding of the French culture is enhanced and appreciation is fostered through research and project work.

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

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

Topics

- Family and Pets
- Time
- Daily routine
- Food
- Directions
- Sport
- Verbs

Assessment

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

There are two units of study in Year 8: Landscapes and landforms and Changing nations. Students will develop their geographical knowledge and understanding of the following:

Landscapes and landforms
- The different types of landscapes and their distinctive landform features
- The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
- The geomorphic processes that produce landforms, including a case study of at least one landform
- The human causes and effects of landscape degradation
- The ways of protecting significant landscapes
- The causes, impacts and responses to a geomorphological hazard

Changing nations
- The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region
- The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences
- The reasons for and effects of internal migration in Australia and China, and of international migration in Australia
- The management and planning of Australia’s urban future

Assessment
Students will undertake a range of tasks, including research reports, oral and multimedia presentations and tests. They will be assessed individually and/or in pairs and small groups.
Health & Physical Education

Course Outline

This course aims to assist students in working in groups in a variety of problem solving and fitness activities with a focus on developing effective teamwork skills. Students will learn a variety of circus and racquetball techniques. The course will also help students explore some of the important issues and challenges relating to drugs and guidelines for useful sources of information. Students also explore healthy food choices. The emphasis is on the development of skills such as:

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

These skills are developed through the areas of:

- Movement and physical activity
- Health knowledge and promotion

Topics

Physical Activity
- Working Together “teamwork”
- Cheerleading
- Soccer
- Softball
- Volleyball

Health Knowledge and Promotion
- Challenging times Ahead- “Drugs”
- Food for Thought - “Preparing healthy foods”

Assessments

Students are assessed individually, in pairs and in small groups. All assessment is rubric based with students playing a part in devising the criteria. Three types of assessment are used: Assessment for learning, assessment of learning and assessment as students learn. This will include an individual student reflection rubric, team work rubric, drug documentary, and a softball participation rubric.

Food for thought – ‘preparing healthy foods’

Students are assessed on each practical production for organisational, preparation, cooking and presentation skills, and an assignment based on the classification, properties, recipe use and nutritional value of fruits.
History

The Ancient to the Modern World

Course Outline

This course provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 CE – c. 1750). Students will investigate how societies changed from the end of the ancient period to the beginning of the modern age. They will identify key beliefs and values which emerged and how they influenced society. They will look at the causes and effects of contact between societies in this period and identify significant people, groups and ideas and the way they have influenced the modern world.

Overview

The Overview covers the Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongol, Yan and Ming dynasties, Aztec and Inca civilizations. Students will study the transformation of the Roman world and the spread of Christianity and Islam. They will learn key features of the medieval world and the emergence of new ideas about the world and the place of people in it.

Depth Studies

- The Western and Islamic World: Medieval Europe
- The Asia-Pacific World: Shogunate Japan
- Expanding Contacts: The Black Death in Asia, Europe and Africa

Historical Skills

Students will develop historical understanding through key concepts including evidence, continuity and change, cause and effect, different perspectives, empathy, significance and contestability. They will:

- Sequence historical events and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources
- Learn to identify primary and secondary sources
- Locate, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in sources
- Develop descriptions and explanations that used evidence from a range of sources
- Use a range of communication forms and digital technologies

Assessment

Students will be assessed individually, in pairs and in small groups. Assessment will take the form of group projects, journals, analysis of written and visual documents, development of paragraph responses and a semester test.
Course Outline

This course aims to assist students to develop skills in using Information and Communications Technology hardware and software. Students will understand the functionality of the ICT tools as well as their application and affects in the wider world. By understanding and being able to use the tools that ICT provides, students will be better able to solve problems and work more efficiently at their studies and in life.

Topics
- File Management, Electronic Communications, Internet Use, Hardware and Software
- Fireworks – Animation
- IMovie – Movie design and development
- Premier Pro
- Muse – Website design & development

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

Course Outline

This course aims to enable students to develop communicative skills in Japanese, and apply these with cultural insight. Students learn how to understand the specific characters of spoken and written texts, and how to respond in a competent way in both forms. The hiragana script is reinforced and the katakana script is introduced. More kanji are also acquired. An understanding of Japanese cultural traditions is developed through research and a range of hands-on activities.

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

Topics
- All in the family: My family; At home in Japan
- Whatever you like: Likes and dislikes; Some special days in Japan; Bath time
- Time out: More time; Good bye roomaji
- What a day: Daily routine; Food and drink; Breakfast in Japan
- Happy days: Days of the week; When things are on; Visiting Hakone; Family presentation
- Let’s go Susono: A country town; A country high school; Sunday in the capital; Earthquakes and a famous volcano
- Count on getting to school: Numbers from 100 to 1000; Modes of transport; The shinkansen.
- The last time: The calendar; Golden Week and other public holidays; Birthdays
- While we’re on the subject: The school timetable; Playing favourites; The school system
- From year to year: School year levels; A long school day
- It’s all in the past: Weekend activities; A school trip to Osaka, Kyoto and Nara

Assessment
Students are assessed individually, in pairs and in small groups. Assessment in the cultural project is rubric based. Assessment includes: vocabulary and kanji quiz and unit test; speaking test; poster; cultural research and oral presentation; role play, and Japanese DVD report.
Mathematics

Course outline

In Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Learning Outcomes

Number and Algebra
- Use index notation with numbers to establish the index laws with positive integral indices and the zero index
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies
- Investigate terminating and recurring decimals
- Investigate the concept of irrational numbers, including \( \pi \)
- Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies
- Solve a range of problems involving rates and ratios, with and without digital technologies
- Solve problems involving profit and loss, with and without digital technologies
- Extend and apply the distributive law to the expansion of algebraic expressions
- Factorise algebraic expressions by identifying numerical factors
- Simplify algebraic expressions involving the four operations
- Plot linear relationships on the Cartesian plane with and without the use of digital technologies
- Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution

Measurement and Geometry
- Choose appropriate units of measurement for area and volume and convert from one unit to another
- Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites
- Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area
- Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume
- Solve problems involving duration, including using 12- and 24-hour time within a single time zone
- Define congruence of plane shapes using transformations
- Develop the conditions for congruence of triangles
- Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning
Statistics and Probability

- Identify complementary events and use the sum of probabilities to solve problems
- Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'
- Represent events in two-way tables and Venn diagrams and solve related problems
- Investigate techniques for collecting data, including census, sampling and observation
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes
- Explore the variation of means and proportions of random samples drawn from the same population
- Investigate the effect of individual data values, including outliers, on the mean and median

Assessment

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

Course Outline
This course aims to encourage students to participate in practical music activities, extending their level of aural perception and sensitivity and increasing their understanding of music as a means of expression. Students are guided in using appropriate music terminology and notation when discussion musical characteristics or works from their own and others’ cultures.

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

- Creating and making
- Exploring and responding

Topics
- Elements of music - explore the elements of music through listening and creating
- Musicianship – develop theoretical knowledge and aural understanding
- Singing – sing a variety of contemporary songs
- Song writing – create original compositions using rhythm, melody, harmony and lyrics
- Keyboard – develop keyboard skills
- Group performance – performance together to develop ensemble skills

Assessment
Students are assessed individually, in pairs and in small groups. All assessment is rubric based with students playing a part in devising the criteria. Three types of assessment are used: Assessment for learning, assessment of learning, and assessment as students learn. This will involve group projects, written work, performances, tests and composition assignments.
Religion

Unit Description
This year-long course allows students to examine four of the world’s main religions. The course is designed to allow students to explore the customs, cultures and traditions within each of these religions. Students are encouraged to evaluate and compare these religion within the context of their own beliefs and to reflect on the practices of people living within other cultures.

Topics:

Term 1:
Students review the Old Testament in regard to Judaism. Students gain understanding of Jewish history and geographic significance within Jewish culture and enjoy preparing an elaborate ‘Jewish Homeland Tour’. Students visit the Jewish Museum of Australia and gain a deeper insight into ancient and modern traditions within this faith, together partaking in Shabbat.

Term 2:
Christianity is studied within the content of the New Testament. Students explore several parables told by Jesus and respond creatively through art, photography, filming, acting and storytelling to express the morals they have observed.

Term 3:
Within Hinduism students learn customs, the caste system and Karma. Buddhism is also examined, specifically looking at the Four Noble Truths and Eightfold Path. In their studies of Islam students research the role of Muhammad and the Five Pillars.

Term 4:
Universal values are compared and explored. A documentary called ‘Promises’ is a key resource in aiding students to understand the history, religion and politics in Jerusalem and beyond.

Unit Outcomes
On completion of this unit students should be able to:

- Articulate the beliefs and traditions of a variety of faiths
- Compare their own beliefs to those of other religions
- Make connections between the different religions represent in the world
- Identify universal values that contribute to a civil society

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

The Year 8 course involves further developing students’ understanding of the world around them and of how to correctly employ the Scientific Method. Skills include observing, measuring, recording, analysing, graphing, scientific writing, designing and undertaking laboratory practicals.

These skills are developed through the Level 8 of Australian Curriculum:

- Science Inquiry Skills
- Science as Human Endeavour

Topics:

Cells and Microscopes:
Understand that cells are basic units of living things and have specialised structures and functions
Learn to focus a microscope, prepare slides and do scientific drawings of cells

Body Systems
Explain how animals obtain, transport and use nutrients
Explain the importance of different food groups in diet and describe how food tests can be carried out

States of Matter
Learn about the different states of matter and how movement of particles make them different
Explore the differences between elements, compounds and mixtures

Chemical Reactions
Describe ways of producing a chemical change and influencing its rate

Machines/Robotics
Ultrasonic sensors and use of gears in robotics
Plan, construct and modify simple machines
Explain how mechanical systems can direct and modify force and motion

Energy
Energy appears in different forms and how do we harness it?
How does energy from movement (kinetic energy), heat and potential energy?

Rocks and Minerals
Learn about the properties of sedimentary, igneous and metamorphic rocks and minerals?
Investigate the processes of how rocks form and over what time periods

Assessment
Students are assessed individually and in small groups. Individual assessment includes topic tests, problem-solving tasks, research tasks, model-making, practical reports, experimental design and a major test at the end of the year. Group projects and assignments are assessed using rubrics or given criteria.
Outdoor Education Camp

The Outdoor Education Group (OEG) work in partnership with Kilvington Grammar School in providing an Outdoor Education experience that will challenge students not only in the physical sense, but also in ways that may expand their understanding of their own capabilities and strengths.

Outdoor experiential learning is a learning process that draws upon experiences encountered during outdoor journeys. The learner is equipped with foundation skills such as navigation, cooking and decision-making (in the outdoor context), and is then presented with opportunities to utilise these primary skills during a challenging experience. The challenge can encompass physical, social, emotional, spiritual and intellectual dimensions of experience.

The student uses foundation skills in the experience, bears the consequence of her actions in a constructive and affirming manner and then uses reflection to determine how she might approach a similar situation again. Thus the final element is the “transfer” of learning into everyday contexts.

Kilvington’s outdoor education program encourages students to achieve their potential academically and personally, believe in themselves, take advantage of broad opportunities, participate in a community, experience and celebrate success, and develop their leadership skills. This program is an integral part of a holistic education in preparing young women for their role in a global community.

The outdoor environment makes a unique contribution in the sphere of learning as it is:

- isolated from other people, support mechanisms, family and friends
- a continuous experience – issues cannot be avoided or left until the next session
- holistic – involving a range of challenges, and involving self, others and the environment

The Year 8 Camp is based at Wilsons Promontory. For four days, students will be living in the outdoors and the lifestyle will help them to understand more about the ecology of the earth and our dependence on it.

Activities include

- Introduction to Camping, tents, packing
- Introduction to Camp cooking
- Hiking and beach activities
- Science/geography based activities

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

There are four Houses at Kilvington

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

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

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

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

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

House activities include
- Athletics
- Cross Country
- Debating
- House Arts
- Swimming

Co-curricular Activities

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<tr>
<td>Guitar Ensemble</td>
<td>Junior Plain English Speaking Competition</td>
</tr>
<tr>
<td>Kilvington Orchestra (5–12)</td>
<td>Kilvington Cheer and Dance Team</td>
</tr>
<tr>
<td>Kilvington Popular Music Group</td>
<td>LOTE Club</td>
</tr>
<tr>
<td>String Quartet</td>
<td>Maths/English Club</td>
</tr>
<tr>
<td>Percussion Ensemble</td>
<td>Robotics Club</td>
</tr>
<tr>
<td>Stage Band</td>
<td>Rock Band</td>
</tr>
<tr>
<td>Contemporary Ensemble</td>
<td>School Ambassador</td>
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<tr>
<td>Chamber Strings</td>
<td>Science Club</td>
</tr>
<tr>
<td>Cello Ensemble</td>
<td>Writers Club</td>
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<tr>
<td>Clarinet Choir</td>
<td></td>
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