Established in 1890, Korowa Anglican Girls' School is located in the leafy inner eastern suburb of Glen Iris.

Girls-only from Prep to Year 12, with a co-educational Early Learning Centre, Korowa has a student population of around 700.

At Korowa, we have created an environment where girls can feel confident to explore and express their talents and individuality. We recognise the value of having opportunities to take risks, make mistakes and start over. Each year, Korowa graduates undertake tertiary programs as diverse as medicine, business and design. Some take up cadetships with top level companies, sharing their time between study and work; others gain a place at prestigious overseas or interstate institutions where they continue to succeed.

And even after a girl no longer comes to Korowa every day, she’ll still be part of our extended family.

The development of abiding friendships between girls is a key characteristic of Korowa – and it’s no surprise that many of our students are daughters or granddaughters of former students. The strong sense of community at Korowa means that, as Korowa students embrace their adult life, they take with them both confidence and companionship.

Korowa is committed to excellence in learning, teaching and leadership.

Students at Korowa become empowered to make a positive contribution in a rapidly changing world.

We value diversity and respect our Anglican tradition.
I am pleased to present our 2014 Community Report, which outlines the values and achievements of our School, together with the highlights of the year just past.

The Korowa Mission statement begins with ‘Korowa is committed to excellence in learning, teaching and leadership.’ The most recent strategy plan, released in May 2014, aims to ensure that our students are active learners with a growth mindset. We want them to be challenged and supported, seeing their teachers as partners in their learning journey. The learning journey at Korowa commences with the Early Learning Centre for 3 and 4 year old girls and boys, and leads up to the VCE for Year 11 and 12 students. Our teachers understand that the needs of every single student are individual and they endeavour to meet those needs every single day. The next sentence in our Mission statement reads ‘Students at Korowa become empowered to make a positive contribution in a rapidly changing world.’ In order to be able to do this, our students must be flexible learners, they must be curious, they must see technology as an enabler. Our graduates must have compassion and a sense of social justice that provoke them into action so they are not mere observers. Social Service is an integral element of life at Korowa and students are encouraged to serve others and to think deeply about social issues. It is heartwarming to see older and younger students working together in fundraising, in special efforts and in discussions about issues such as poverty and homelessness.

Our Mission statement concludes with ‘We value diversity and respect our Anglican tradition.’ The School welcomes students and families from a range of countries, language backgrounds and faiths. We trust that our broad curriculum and inclusive philosophy reflect a generous spirit and openness which newcomers will find welcoming and friendly. The School continues to have strong links with the parish of St James in Glen Iris and with the Diocese of Melbourne.

We are proud of our teachers, who are highly skilled and motivated to do their very best. Education is a rapidly evolving sphere of endeavour as we develop our understanding of brain science. Our teachers understand the importance of professional learning in improving practice and they share their learning on a continuous basis as well as through their involvement in professional learning teams and as presenters at our annual conference.

We are proud of our students’ achievements at School and beyond. Most Korowa graduates take up university offers, and they enrol in a huge range of courses and disciplines. Their success is confirmation of the confidence and optimism we endeavour to instil in every girl. I trust that this Report provides a useful snapshot of Korowa in 2014.

Christine Jenkins

Christine Jenkins
A diverse and inclusive student population
At Korowa we celebrate each child as an individual. We cherish their unique attributes and welcome the diverse backgrounds and experiences they bring to the School.

- Our students speak more than 24 languages at home. They were born in more than 19 countries. Their parents have come from even more countries.
- Our students travel from more than 58 postcodes across Melbourne to come to Korowa each day.
- More than 11% of our students are children and/or grandchildren of Korowa alumni.

Student Attendance
Around 695 students attend Korowa each day.
Using the Synergistic student attendance management system, teachers record Junior School student attendance at the beginning of the day and after lunch. If a student is absent from school and the school has not been informed of the reason for the absence, a text message is sent to the parents / guardians at 11.00am.

In the Middle and Senior Schools, using the Synergistic student attendance management system, teachers record student attendance each lesson, including roll call at the beginning of the day. If a student is marked absent for roll call, Period 1 and Period 2 and the School has not been informed of the reason for the student being absent then a text message is sent to the parents / guardians at 11.00am to inform them that the student is not at school. Absences later in the day are dealt with on a case by case basis.

All late arrivals and early leavers sign in or out.

2014 attendance rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>99%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96%</td>
</tr>
<tr>
<td>Year 2</td>
<td>96%</td>
</tr>
<tr>
<td>Year 3</td>
<td>96%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95%</td>
</tr>
<tr>
<td>Year 6</td>
<td>97%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95%</td>
</tr>
<tr>
<td>Year 8</td>
<td>96%</td>
</tr>
<tr>
<td>Year 9</td>
<td>95%</td>
</tr>
<tr>
<td>Year 10</td>
<td>95%</td>
</tr>
<tr>
<td>Year 11</td>
<td>95%</td>
</tr>
<tr>
<td>Year 12</td>
<td>95%</td>
</tr>
</tbody>
</table>

Total school attendance rate: 95%

Korowa enjoys an exemplary record of academic performance across all levels of the School.

Korowa is committed to teaching, learning and academic excellence. This commitment is reflected in the teaching, learning and academic excellence of our students. Our teachers work with students and staff through the development of a common framework of practice, incorporating consistency in the application of research proven effective pedagogies, we believe we will maximise the learning opportunities for all our students. Our teachers are also committed to their own excellence in learning. Through our shared action research projects, our teachers are developing expertise in reflection, collaboration and feedback on their own and their peers’ learning. Many examples of these projects are represented in our annual staff conference and in our annual staff publication, Cases of Learning.

In 2014, students achieved success in a wide range of external competitions & forums, some of which included:
- Australian Defence Forces Lang Tan Leadership Awards
- Top Arts Exhibition
- Top Designs Exhibition
- National Summer Art Scholarship
- World Mathematics Competition
- Australian Westpac Mathematics Competition
- Mathematics Challenge for Young Australians
- Australian National Chemistry Quiz
- National Youth Science Forum
- University of New South Wales
- ICAS English and Science Competitions
- Various language competitions in Chinese, Japanese, French and German
- Trinity College London Speech Examinations
- Australian Speech Communications Examinations
- Musical Theatre Guild of Victoria Awards
- Premier’s VCE Awards
- Australian Student Prize
- Debating Association of Victoria School's Competition
- Oz Kids in Print
- Spellmasters Australia Competition
- Write 4 Fun

NAPLAN results
At Korowa, we believe that solid literacy and numeracy skills form the basis of a sound education. Each year, all students in Year 3, 5, 7 and 9 undertake the national literacy and numeracy (NAPLAN) tests which provide an indication of student achievement in these areas. While the tests are only one measure and should therefore not be considered to provide a global picture of individual achievement, it is pleasing that Korowa students perform consistently well across all parameters.

The following table provides the percentage of 2014 Korowa students performing at or above the national minimum standard, as defined by the NAPLAN outcomes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Korowa</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>515</td>
<td>569</td>
</tr>
<tr>
<td></td>
<td>433</td>
<td>511</td>
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<tr>
<td></td>
<td>551</td>
<td>581</td>
</tr>
<tr>
<td>Writing</td>
<td>483</td>
<td>535</td>
</tr>
<tr>
<td></td>
<td>482</td>
<td>519</td>
</tr>
<tr>
<td></td>
<td>560</td>
<td>634</td>
</tr>
<tr>
<td>Spelling</td>
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<td>551</td>
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<tr>
<td></td>
<td>471</td>
<td>519</td>
</tr>
<tr>
<td></td>
<td>605</td>
<td>638</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>556</td>
<td>569</td>
</tr>
<tr>
<td></td>
<td>501</td>
<td>548</td>
</tr>
<tr>
<td></td>
<td>548</td>
<td>585</td>
</tr>
<tr>
<td>Numeracy</td>
<td>483</td>
<td>541</td>
</tr>
<tr>
<td></td>
<td>509</td>
<td>544</td>
</tr>
<tr>
<td></td>
<td>581</td>
<td>581</td>
</tr>
</tbody>
</table>

4 5
VCE results
Our VCE results consistently place Korowa in the top band of schools across the State and external tests of literacy and numeracy standards in earlier years exceed national averages. Korowa’s university entry levels are among the highest in the State. These outcomes are all the more impressive given Korowa is a non-selective school meaning that girls of varying academic abilities are welcome at Korowa and, in general, remain with us for their entire education. However, we are equally proud of our students’ successes outside the formal classroom setting. Korowa students have an enviable record of success across a myriad of areas from the sporting field, to the design studio, to the stage.

2014 Grade Comparisons
The following information is a comparison between Korowa’s 2013 VCE results and those of Victoria as a whole. The results for Korowa’s school sector (schools with similar characteristics) are also shown.

Korowa’s Class of 2014
• 6.5% of our students achieved an ATAR of 99 or higher
• 30% of our students achieved an ATAR of 95 and above
• 45.5% of students achieved an ATAR of 90 or higher
• 24.12% of all study (subject) scores were marked 40 or above
• 30% of all study (subject) scores were graded A+ or above
• 80% of all study (subject) scores were graded as B or higher
• 3% of students undertook vocational training as part of their final year of study at Korowa.

2014 ATAR Results
In 2014, Korowa students had particular success in the following sports, winning as individuals or as part of a school, Victorian or Australian team:
• Athletics
• Badminton
• Cross country
• Diving
• Football
• Golf
• Hockey
• Karate
• Netball
• Rowing
• Softball
• Swimming
• Triathlon
• Water Polo

Post School Destinations
In 2014 all of Korowa’s 2014 VCE class received a first round university offer. Offers were received from Melbourne’s most prestigious universities including Monash University, The University of Melbourne, La Trobe University, Deakin University and RMIT. Demonstrating the breadth of subject choice and study paths available within Korowa’s VCE program, graduating students were able to choose from undergraduate studies in a number of vocations from Medicine / Surgery to Games Design.

The following provides a snapshot of the post-school destinations of Korowa’s Class of 2014.

First Round Offers
• 100% of Korowa students received first round offers for tertiary education
• 96% of first round offers were for University entry
• 4% of first round offers were for TAFE or Independent College entry

First Round Offers by Field of Education*

* Offers may be for double degree courses which cover more than one field of education
Every two years, we seek the views of students, parents and Staff by means of a suite of Satisfaction Surveys managed by ISV (Independent Schools Victoria). The latest round of surveys was conducted in September to October 2014. The purpose of these surveys is to ascertain how well we are meeting the needs of students, parents and Staff and to hear any concerns or improvements that you would like to see.

Parent Satisfaction

High parent satisfaction occurs when parents feel their child is safe, where parents are welcome, and where teachers provide help and support for all students, catering for all abilities. They also seek a school where their children are provided with good levels of resources including ICT, and appropriate preparation for the transition to the next school year. We are thrilled that our parents are so positive about their Korowa experience.

Student Satisfaction

Students from Year 5 to Year 12 were surveyed, and there was a positive surge in student responses, which is very pleasing. High student satisfaction occurs when students feel that the school provides a supportive environment with a broad range of learning areas and a curriculum designed to improve student achievement at all levels and for all abilities. They also want a school to provide a caring, respectful and inclusive environment inside and outside the classroom. High student satisfaction occurs when students feel they have opportunities to develop their interpersonal and leadership skills, to participate in community activities and where students from different backgrounds and cultures are treated equally. The student results were presented in a slightly different form than those of parents, so the graphs below show the mean rating out of ten for each response. The top response in each domain is as follows:

Academic Program: I am challenged in my learning at Korowa 8.6
Learning Outcomes: I feel confident in basic skills such as reading, writing, maths and science 8.5
Pastoral Care: I feel like I am part of this school 9.0
Year Transition: I am encouraged to try my best at Korowa 9.5
Discipline & Safety: Korowa is a safe place in which to learn 9.5
Resources: I have access to high quality technology and resources that help me learn 9.3
School Ethos & Values: Students from different backgrounds and cultures are treated fairly 9.1
Peer Relationships: I feel close to my classmates at Korowa 9.5
Academic Rigor: My teachers expect high standards of learning from me 9.0
Teacher Knowledge: My teachers are knowledgeable about the subjects they teach 9.4
Teacher/Student Rapport: I have respect for my teachers 9.8

I'd love to study performing arts. And travel the world. I can. I will.
I want to study medicine. And integrate my passion for art with science. I can. I will.
In 2014 our teaching workforce comprised of:

<table>
<thead>
<tr>
<th>Position</th>
<th>No. Male</th>
<th>No. Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>8</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>Part Time</td>
<td>2</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>69</td>
<td>79</td>
</tr>
</tbody>
</table>

**Physical & Outdoor Education**
- Mrs P Van Rooijen (Physics)
- Mr D Vignarajah (Biology)

**Religious Education**
- Mrs A Ryan (BEd/Primary)

**Visual Arts**
- Mrs R Price (Digital Arts/Art/Drafting)

**Co-ordinator of Debating**
- Mr P Jordan (Biology/Art)

**Co-ordinator of Social Service (SSS)**
- Mrs M Hale (Biology/Philosophy/Digital Arts)

**Academic Support**
- Ms J Green (BEd/Primary/Philosophy/Counseling/Archivist)
- Mr D Summer BA (Digital Arts/Archivist & Research/Archivist)

**KEY SCHOOL LEADERS**
- Dean of Teaching: Mr P Callender
- Dean of Studies: Mrs G Kinch (BEd/Digital Arts/Career Education)
- Director of Planning: Ms S Steckle (BEd/Digital Arts/Maths Education)
- Director of Learning Technologies: Ms C Newton (BEd/Postgraduate/IT)

**Head of Library & Information Resources**
- Mrs E Kotzawe (BEd/Secondary/Librarianship)

**Counsellor**
- Ms T Ward (BEd/Counselling)

**Chaplain**
- Rev T Bitheswarya

**Deputy Head of Junior School**
- Ms S Graham (BEd/Digital Arts/Early Childhood)

**Early Learning Centre Co-ordinator**
- Mrs A French (BEd/Early Childhood)

**Grants Coordinator**
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**Head of Junior School Music**
- Mr A Hellis (BMus/Digital Arts)

**IT Services Manager**
- Mr G Plum

**Junior School Chaplain**
- Ms M Watson BA/BSc/Early Childhood

**Networks & Systems Administrator**
- Mr T Luke (Digital Arts)

**School Counsellor**
- Ms E Spurrier (BEd/Secondary/Social Work)

**Music Department**
- Head of Strings: Ms S Daly (BEd/Arts)

**Piano Teacher**
- Ms M McPhellan (ACM/BEd/Music/Early Childhood)

**Violin & Cello Teacher**
- Mr M Caravaggio (BEd/Digital Arts)

**Drum**
- Mr L Dark BA/BSc

**English**
- Ms K Stoker (BEd/Early Childhood)

**French Teacher**
- Ms P Price (BEd/Early Childhood)

**German Teacher**
- Ms L Green (BEd/Early Childhood)

**History**
- Ms N Dovens BA/BCom Business/Citizenship

**LOTE**
- Ms L Tenturro BA (Digital Arts/Digital Projects)

**Mathematics**
- Ms A Carter (BEd/Digital Arts/Early Childhood)

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