## Korowa Anglican Girls’ School Mission and Values

### OUR MISSION

Our purpose is to develop self-aware, confident and capable young women who understand their responsibility and capacity to influence the world in a positive way.

### OUR VALUES

Our values guide every decision we make, and are the standards to which we hold ourselves accountable. These are:
- **Courage** to strive for success in learning and life
- **Respect** for Anglican values that promote authentic social responsibility
- **Integrity** in our conduct, relationships and leadership
- **Service** to our local, national and international communities

### OUR GUIDING PRINCIPLES

In seeking to achieve our purpose, we are committed to ensuring:
- A culture that encourages the breadth of character and the values that equip our girls to meet the opportunity and challenges of our world and make the most of the future
- Academic excellence with a meaningful journey of rich, diverse, future-focused and holistic learning experiences
- Staff who are supported to develop the expertise and commitment to add significant value to the capacity of our girls to enjoy their learning and embark on their chosen pathways beyond school with success
- A whole School community strengthened by enduring relationships of trust and a shared vision of what Korowa might become and how it might contribute nationally and internationally
- Facilities that enhance the quality of our girls’ education and draw us together in celebration and achievement

### OUR STRATEGY

Korowa will provide:
- The **place** to connect
- The **challenge** to learn
- The **opportunity** to excel
ART
Year 7 Art and Design
This course is centred on students exploring a range of media and techniques including drawing, printmaking, painting and three-dimensional ceramic construction. An equal emphasis is placed on the development of basic drawing skills and the effective use of elements such as line, shape, colour, texture and tone. Students are introduced to Art History in the context of their practical work. They become more familiar with the use of a visual diary to document the design process and their development of skills as they learn to analyse, compare and evaluate using appropriate Art and Design terminology.

There are three units in this course:
- The Line that Became;
- Colour Your World; and
- The Sum of its Parts.

Assessment:
- Visual Diary;
- Finished Artworks; and
- Visual Analysis.

Year 8 Art
This course builds on what students have learnt in Year 7 and remains centred on the concept of building awareness of Art Media, Techniques and Skills. The Design Elements and Principles underpin our learning throughout the semester. Finally, students investigate ways that artists represent the world around them and use this as a starting point for their own investigations.

There are three units in this course:
- Near and Far;
- Who Are We; and
- Compose Yourself.

Assessment:
- Visual Diary;
- Finished Artworks; and
- Visual Analysis.

DANCE
Year 7 Dance
Through performing a variety of dance styles and choreography, students explore technical skills and spatial relationships and learn about style and choreographic intent. Through the Cripps Dance program, students will make and respond to dance. Learn to analyse choreographic devices and production elements in different dance styles; explore the social, historical and cultural influences on different styles of dance; and develop the skill to perform with confidence and clarity, and with technical and expressive skills appropriate to the style of dance.

Assessment:
- Choreographic task;
- Performance Analysis;
- Photography;
- Warm-ups; and
- Dance Styles.

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Assessment:
- Dance Identity Performance;
- Performance Analysis;
- Choreographic Task;
- Dance on Film; and
- Class-Devised Performance.

DRAMA
Year 7 Drama
Drama is designed to extend students’ understanding of the world socially and linguistically by providing imaginary situations that contain role relationships and problems which make new demands on students and lead to real learning. Year 7 Drama aims to develop the skills associated with Drama such as improvisation, movement, mime, role-play, language, relationships and communication skills. The development of individual confidence, trust in self and others and a group dynamic of sharing are integral to each class.

Students develop an understanding of the importance of dramatic tension and subtext. Students will also explore different genres of theatre and create performances that reflect the conventions associated with each particular style. In particular, Melodrama, Mystery, Soap opera and Mime.

Assessment:
- Class Workshops; and
- Performances.

Year 8 Drama
Students will learn to apply all the basic elements of drama, including more complex use of dramatic tension and subtexts. They will make, refine, present and respond to student-devised Drama, working in groups and as individuals, and experiment with small-scale scriptwriting. They will explore characterization in scripted text. In performance, they will use role and the dramatic elements to experiment, develop and perform various improvised and scripted scenes. Through discussion and reflection, students will develop their Drama literacy and reflect on their learning journey.

Students will begin to learn about the three specific areas of role: Role Taking, Role Play and Role Creation and will present informal and formal performances. They will also explore relationships through role. Students will explore the Elizabethan Theatre dramatic style and experiment with its conventions. They will create a performance including some of the conventions they learn and experience an Elizabethan festival. The world of comedy will also be investigated, students will be introduced to comic forms and theatre conventions and will be expected to apply these to a performance outcome.

Assessment:
- Class Workshops; and
- Performances.
Core Subjects

ENGLISH

In Cripps Years’ English, the curriculum continues to provide opportunities to practise, consolidate and extend the knowledge, skills and understanding of previous years. It provides for further development of knowledge of how language works and increasingly sophisticated analysis and construction of different text types, including multimodal texts, in various genres and modes. Students learn how literature can be discussed in relation to themes, ideas, and historical and cultural contexts. Students critically analyse and evaluate texts to develop understanding of purpose and audience and how language techniques are used to position the audience.

Year 7 English

At the conclusion of the Year 7 course, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts. Students understand how the selection of a variety of language features can influence an audience.

They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students can create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts, they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Assessment:
- Persuasive writing piece;
- Debate;
- Text Response;
- Film Analysis; and
- Play.

Year 8 English

At the conclusion of the course in Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions. Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students can create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Assessment:
- Creative Writing;
- Test Response;
- Advertisement; and
- Expository Writing.

FOOD STUDIES

Year 7 Food Studies

This course aims to introduce students to the role of food in their lives. Food is frequently the focal point of our social lives as we share food with friends, family and other people. As food is fundamental to students’ lives, it is important for students to understand how to prepare food that provides them with the essential nutrients needed to maintain good health, as well as being appealing to eat. Basic food preparation and the sensory appeal created during preparation is the focus of this course. Students will consider both traditional and contemporary methods of food preparation for healthy eating and learn basic skills and preparation techniques during the production of food items.

Assessment:
- Practical tasks; and
- Written tasks.

Year 8 Food Studies

This course aims to continue the study of the role of food plays in our lives. It is important for students to understand how to prepare food which provides them with the essential nutrients needed to maintain good health, as well as being appealing to eat. The origin of basic foods, the sensory appeal created during food preparation, and the further building of skills and techniques in food preparation is the focus of this course. Students will consider both traditional and contemporary methods of food preparation used in different societies, and use the Design Process to develop solutions for healthy eating.

Assessment:
- Practical tasks; and
- Written tasks.

GEOGRAPHY

Year 7 Geography

It is critical to the wellbeing and sustainability of the planet that young Australians develop a holistic understanding of the world. Through the Water and Liveability units, students investigate ecosystems such as tropical rainforests, hot and cold deserts, and the natural and human processes that create and change them. They adopt an inquiry-based approach to their learning in order to gain a global perspective, and develop basic map and graph reading conventions, as well as interpretation and presentation skills.

Assessment:
- Mapping tests; and
- Research projects.

Year 8 Geography

This course aims to further develop geographical skills and an understanding of how natural phenomena impact on people, and how people use and manage significant regions in Australia and overseas. The course is largely inquiry based, and learning technologies are used to support student learning. The concept of sustainability, landforms, landscapes and their distinctive features, processes and management are explored. The topics of focus include tourism, ecotourism, weather and climate, and coastal environments.

Assessment:
- Research task;
- Fieldwork report; and
- Written test.
Core Subjects

**HISTORY**

**Year 7 History: Great History Mysteries and the Ancient World**

The Ancient History curriculum enables students to study life in early civilizations based on the analysis and interpretation of physical, forensic and written remains. It is a critical thinking course in which students appreciate the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the ancient world. The dual focus of Year 7 history is to help students write powerfully, with both clarity and precision, and to develop an inquiring disposition.

**Assessment:**
- Analytical Report Based on Interrogation of Sources; and
- Collaborative Inquiry (Museum Night).

**Year 8 History: Peasants, Princesses and Plagues**

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 – 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

This powerhouse course provides opportunities for students to develop historical thinking (a way of thinking that enhances the critical thinking capability of students) and improve their written communication through key concepts, including precise evidence, continuity and change, cause and effect, multiple perspectives, empathy, significance and contestability.

**Assessment:**
- Critical and Creative Writing (Newspaper); and
- Document Analysis.

**LANGUAGES**

**Chinese, French, German and Japanese**

Students studying languages develop and consolidate the four essential linguistic skills of reading, speaking, listening and writing. They become aware of the cultural and grammatical systems of each language. Year 7 and 8 students build a strong foundation in two languages and understand the language learning process. They learn to move between the two languages and their cultures, comparing them with English, reflecting upon their uses in different cultural contexts and analysing language structures.

**Assessment in Years 7 and 8:**
- Listening tasks;
- Speaking tasks;
- Reading tasks; and
- Writing tasks.

**MATHMATICS**

**Year 7**

The delivery of the Year 7 Mathematics curriculum is designed to challenge all learners and to cater for individual differences. At an appropriate point in the year, a group of students will study the Years 7 and 8 Australian Mathematics curriculum. Allocation to a Maths class is based on assessment data gathered at entry to Year 7. The purpose of this grouping arrangement is to cater for the mathematical needs of all students as well as to prepare some students to study Mathematical Methods Units 1 and 2 in Year 10. Based on individual needs and the discretion of the classroom teacher in consultation with the Head of Mathematics, there is some flexibility in the grouping as the year progresses.

The Year 7 Mathematics course is taught through the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning within the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**Year 8**

To cater for individual differences and to challenge all students, there is some flexibility in the grouping arrangement in Year 8 Mathematics. One function of the flexible grouping arrangement in Year 8 is to ensure that all students’ mathematical needs are met appropriately. Another function of the flexible grouping arrangement at Year 8 is to prepare some students for the study of Mathematical Methods Units 1 and 2 in Year 10. These students will study the Years 7, 8 and 9 Mathematics curriculum over a two-year period in Years 7 and 8.

The Year 8 Mathematics course is taught through the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning within the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**MUSIC**

**Year 7 and 8 Music**

Students bring a wide variety of pre-existing skills and experiences which are built upon in Cripps Music. Each girls’ skills will be developed through a range of ensemble performance opportunities within the classroom. Through these practical activities, girls develop music notation skills appropriate to the individual student’s level of experience. Students listen to a wide range of music and respond using terminology taught in conjunction with the Elements of Music.

**Assessment:**
- Responding to Music;
- Performance; and
- Theory/Composition.
PHYSICAL EDUCATION

Year 7 Physical Education
Physical Education focuses explicitly on developing movement skills and concepts that students need to participate in physical activities with competence and confidence. As knowledge, understanding and skills develop through movement, students are encouraged to participate in a way that leads to positive health outcomes. Movement participation provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and well-being.

Units in Year 7 PE include:
- Fitness for Life;
- Athletics and swimming;
- Net and Wall (tennis, badminton);
- Target games (golf, bocce, finska, spike ball, bowling/lawn bowls); and
- Striking and fielding (cricket, rounders, tee ball).

Assessment:
- Self-assessment;
- Practical Assessment; and
- Performance and Participation.

Year 8 PE Subject Information
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Units in Year 8 PE include:
- Fitness for Life;
- Athletics and swimming;
- Striking and fielding (softball, kickball);
- Net and Wall (volleyball, four-square, spike ball/flatten ball);
- Invasion games (soccer, AFL, Tag rugby, Ultimate frisbee); and
- Creative games.

Assessment:
- Self-assessment;
- Practical Assessment; and
- Performance and Participation.

RELGIOUS EDUCATION

Year 7
In Year 7, students study the life and work of Jesus as told in the accounts of Matthew, Mark, Luke and John, known as 'The Gospels', in the New Testament section of the Bible. They learn about the reasons why 'eye-witness' accounts may vary and apply this understanding to a comparison of the accounts of key events such as the Resurrection of Jesus. Students explore 'Jesus use of parables as a way of teaching spiritual understandings of God's kingdom. Key concepts explored are salvation, love, goodness, faith, trust, consequences of behaviour, betrayal, sacrifice and forgiveness.

Year 8
Students undertake a virtual pilgrimage, following in the steps of Jesus. This subject undertakes a study of the life of Jesus in the context of the Jewish Tradition and society into which He was born. Students study a broad overview of the Gospel message, with particular reference to the Gospel of Luke, archaeological perspectives and biblical referencing. Models of contemporary discipleship and concepts of Sustainability and Stewardship are reviewed. This study promotes the development of ethical behaviours, personal responsibility, social competence and intercultural understanding at a local level and in the global community.

Assessment:
- Written Tests;
- Assignment;
- Practical Work; and
- Design Project.

SCIENCE

Year 7 Science
In Year 7, students explore the diversity of life on Earth and develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. At the conclusion of the course, students can make accurate measurements and control variables to analyse relationships. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Assessment:
- Written Tests;
- Assignment;
- Practical Work; and
- Design Project.

Year 8 Science
In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and electricity. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Assessment:
- Written Tests;
- Assignment;
- Practical Work; and
- Design Project.

TECHNOLOGY AND ENTERPRISE

We live in a world where we need enterprising women who can design and develop solutions to complex and real world problems for a sustainable and prosperous future. Many emerging enterprises utilise design-based thinking processes to develop and refine prototypes within short timeframes. Students will learn to use Human-Centred Design principles to develop projects and prototypes in collaboration with their peers.

Year 7
Students are introduced to the principles of Human-Centred Design as a way of creating meaningful artefacts, both physical and digital, for their targeted end users. Students will explore the importance of having empathy towards the end users of the products they design and the strategies required to successfully work in project teams.

Students will understand how data and information systems are used for creating digital solutions and develop skills to safely use a broad range of technologies.

They will use creativity, innovation and enterprise skills with increasing independence. Students develop plans to manage tasks, including the safe and responsible use of materials, tools, software packages and online research resources.

Year 8
Students will be able to describe the nature of work now and in the future. Students will use design-based thinking skills including creativity, innovation and enterprise in collaboration with their peers. They consider the ways characteristics and properties of technologies are used to produce sustainable solutions for individuals and the community.

Students then create solutions based on an evaluation of needs or opportunities. They collaborate to develop plans to manage tasks, including the safe and responsible use of materials and tools, and then apply management plans to successfully design and develop solutions to meet design and functional requirements.