



# Junior School

## *Navigator*

2021

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**BECOMING ME**



**KOROWA**  
ANGLICAN GIRLS' SCHOOL

# Welcome

## JUNIOR SCHOOL MISSION

To provide the best learning environment where our girls flourish and feel respected.

A place that allows girls to develop confidence, resilience and the growth mindset required to enable them to become their best selves.

It's here in our Junior School, that your daughter develops her first love of learning. She builds a solid foundation in areas of social and emotional wellbeing, academic knowledge and skills. The Early Years are about curiosity, confidence, persistence, imagination, problem solving and investigating. It is in her first years that she discovers school is a wonderful place to be. She will transition from *Developing Me* in the Early Years, to trying new things in Middle Primary where *Nobody is Left Behind*. There is a focus on new opportunities, independence of mind and taking action is encouraged, as your daughter identifies her personal qualities and achievements as well as learning to express her emotions appropriately. Reflecting *Character Counts* in the upper Primary years is all about developing good character through leadership, building independence, encouraging initiative, and embracing the Korowa values of courage, respect, integrity and service. As a unique individual, we tailor learning experiences to meet your daughter's specific needs. We recognise that there are phases of growth and development in the junior years of schooling that your daughter will experience. Our teachers develop a strong learning relationship with students and community, working together to ensure our girls are confident to move into the Cripps program.

Miss Joanne Barker  
Head of Junior School

I am passionate about the early years of education. These years are fundamental for the children to develop and learn socially, emotionally and academically. Every day the children inspire me. Their enthusiasm, curiosity and the way they see the world is engaging.

Miss Kerry Irvine  
Prep–Year 2 Coordinator

In Years 3 to 6, we focus on character education, this involves a unified approach to a rigorous and stretching education on the one hand, and outstanding wider personal development on the other. This together with a range of programs and opportunities, all contribute to forming good people who contribute positively to society.

Mrs Kate Banks  
Year 3–6 Coordinator

# TRANSITION TO JUNIOR SCHOOL

## What's it going to be like?

New students are welcomed at Prep and Year 5 where they begin to form a connection with the school and the wider community. Students bring with them a curiosity of “What’s it going to be like?”

We feel it is important for your daughter to have a good understanding of what to expect before she starts. Sometimes a physical transition to another school can be quite daunting. Our transition days remove the mystery and ensure new students have a good understanding of what to expect. Your daughter will be able to familiarise herself with various locations around the School including where to wait at pick up time. Building new relationships are also important for your daughter. Transition Day or the Try us for a Day program provide an opportunity for girls to get a feel for their future friendship groups and to create positive social connections. Your daughter will be able to meet other new girls and existing students, teachers and other members of staff through team building, games and getting to know you activities. We aim to have students return home after transition days feeling positive, excited and confident about commencing.

### STEP INTO PREP

Beginning Prep is an exciting time for children. To support the transition from kinder to school, students attend special morning or afternoon sessions in Prep during the second half of the year. During “Step into Prep” sessions the girls spend time getting to know each other, their teachers and Korowa. They begin to feel what a life as a Prep student is like. They become familiar with their classroom and the playground. Parents have the opportunity to meet and get to know each other and attend an information session to find out ways they can support their daughter’s transition to school. A highlight for the children is when they receive their Korowa bear.

### ARRIVE AT YEAR 5

“Arrive at Year 5” is a transition program where existing students meet the new Year 5 girls to establish new relationships and begin to form one community. The girls spend time getting to know each other, meeting teachers and trialling a variety of subjects. A highlight is the opportunity to do dance, drama and STEAM classes. They learn about opportunities for the next year and have an introduction talk about Camp Jungai. Students begin to feel part of what life at Korowa will be like and become more comfortable for the future.

# Mission and Values

Korowa students want to be prepared for their future, to be ready to thrive in an increasingly complex and challenging world. They want authentic learning experiences that will be relevant in the real world. They are curious and relentless in the pursuit of knowledge and want to make connections between school and life.

At Korowa, our Mission and Values provide the framework to delivering students a holistic education where they are supported to explore their passions, try new things and achieve their best.

## 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.

## VALUES

At Korowa, we believe in the power of Kindness and the values of courage, respect, integrity and service. Be brave, respectful, honest, generous and above all be Kind.

## STRATEGY

Korowa's strategy provides the structure to support teaching and learning and the delivery of an outstanding education program.

Key elements:

- The Place to connect
- The Opportunity to excel
- The Challenge to learn

## GUIDING PRINCIPLES

Underpinning all that we do are five overall guiding principles:

- A culture that encourages character and values that equip students to meet future opportunities and challenges.
- Academic excellence within a meaningful journey of rich, diverse, future-focused and holistic learning experiences.
- Staff are supported to develop their expertise and this commitment adds significantly to our students' capacity to enjoy learning and embark on their chosen pathways.
- A whole School community strengthened by enduring relationships of trust and a shared vision.
- Facilities that enhance the quality of our education and draw us together in celebration of our achievement.

# We are Konnected!

At Korowa, we view technology as a vital tool to support collaboration and creativity. Online tools and programs facilitate transformational teaching and learning. Our staff and students have access to cloud-based programs such as Microsoft Mail, OneDrive, Microsoft Teams and professional tools such as the Adobe Creative Suite.

## ONE TO ONE LAPTOP PROGRAM

Korowa students and teachers have their own laptop with the most up to date tools and creative software.

Laptops provide the tools to channel student creativity and collaboration which in turn can be translated into prototypes in the STEAM Lab or film through the Media Studio.

## KONNECT – LEARNING MANAGEMENT SYSTEM

A platform which supports every individual class with an online page to House resources, communications, online assessment and reporting.

## LEARNING ONLINE

A digital toolbox allows student to create, design, collaborate and problem solve.

Tools include: Microsoft 365, OneNote, Stream, Adobe Creative Suite, Minecraft, CAD, Flipgrid and Seesaw.

## MICROSOFT TEAMS

2020 has shown us the importance of being adaptable and the value of being able to connect and collaborate anytime, anywhere. This powerful communication tool has allowed us to continue to teach and learn as well as stay connected remotely. Teams will continue to be a character of our classroom in both face to face and online learning into the future.

## STEAM LAB

The STEAM Lab at Korowa facilitates hands on creative problem solving through tinkering with robotics and design thinking to develop and engineer prototypes. The STEAM Lab has a range of resources available including robotics, technology such as 3D printers, Virtual Reality systems, laser cutter, electronic equipment and other materials to assist students in bringing their creations to life.

The co-curricular Quest program (Years 5 and 6) provides an opportunity for students to work with external experts from industry and the tertiary sector.

## IPAD PROGRAM

Every student in Prep to Year 4 has access to an iPad for the year. Students develop an understanding through programs such as Hector's World and esmart to develop how to use technology and be safe when on-line.

# Junior School

**194 STUDENTS IN 2020** Postcodes:  
Junior School Students travel from across 42 suburbs

*Out and about in the world:*

**16** EXCURSIONS IN 2019    **12** INCURSIONS IN 2019

## STUDENTS PARTICIPATE IN NUMBER OF COMMUNITY SERVICE DAYS RAISING FUNDS AND AWARENESS:

HARMONY DAY

INTERNATIONAL  
WOMEN'S DAY

MS DAY  
WITH HOUSE CAPTAINS

CHILDREN'S  
WEEK

NAIDOC WEEK

CAMBODIA  
REFUGEE WEEK

RECONCILIATION  
WEEK

EAT UP  
FUNDRAISER AND THEN  
YEAR 6 HANDS ON

## Competitions

**4** CHESS  
Tournaments

**4** LIBRARY  
Competitions

**31** Premiers'  
READING  
Challenge

**4 HOUSES**

**AKEHURST**

**JAMIESON**

**CLARKE**

**WILKINSON**

**IN YEARS 1–6 THERE ARE 66 OPPORTUNITIES TO TAKE UP A FORMAL LEADERSHIP ROLE**

## MUSIC

All students participate in a choir

8 different musical groups/choirs

149 students learn an instrument as part of the classroom instrumental program

## SPORT

62 Korowa Netball students Years 3–6

8 SSV teams (Australian Rules Football, Basketball, Cross Country, Diving, Netball, Soccer, Swimming, Track & Field)

## HISTORY:

Honouring the legacy of our Founder Mrs Akehurst and her visionary leadership of providing higher education for girls and instilling a strong sense of self-worth has been celebrated for over 130 years.

In 2020 construction commenced on the new Sports and Wellbeing Centre. This complex will provide students with state-of-the-art facilities including a swimming pool, dance studios, netball courts, PMP studio, pilates space, drama room and cafeteria.

# Wellbeing Ecosystem

At the heart of developing the values and behaviours that allow your daughter to become independent and resilient, is relationship building. Through our wellbeing curriculum, we guide our students to build strong and positive relationships with others. Our classroom teachers are the initial providers of wellbeing support for each of their students. The foundational relationship developed between classroom teachers and their students and families is one of our greatest strengths.

## CIRCLE

At the start of each day in every classroom, students can be observed sitting or standing in a circle. This important routine of Circle is led and facilitated by the teacher and is vital to helping to establish connection, relationship building, character, literacy, social skills, values, adventure and service learning. Circle allows members to be equally vulnerable, connected, and supportive of one another. Circle leaders help students understand foundational concepts of Expedition Learning (EL) Education, such as the idea of “crew, not passengers”, the Design Principles, Growth Mindset and Habits of Character.

## RESTORATIVE PRACTICES

When working with students we apply restorative practices in a variety of situations, in doing this, we are placing relationships at the heart of problem solving. This approach helps students recognise any wrongdoing towards people, property and relationships and the importance of the shared acknowledgement and obligations to address them. Restorative justice seeks to heal and put right the wrongs while addressing the needs of all and repairing the harm done to relationships. Restorative practices teach our students to be socially and emotionally competent, accountable for their behaviour, and understand that there is nothing they do (or don't do) which doesn't impact on others in some way.

## PARENT INVOLVEMENT IN THE JUNIOR SCHOOL

We encourage parents to become actively involved in our community, the Friends of Junior School and Class Representatives play an integral part in facilitating this. The Victorian Education Department states, “*Parent and carer involvement in their child's school contributes to improved student learning, health and wellbeing*” and we believe parents are a valued and central part in all that we do. There are so many ways that parents can assist us with building a strong bond between home and school.

## FAITH

An understanding of faith is delivered through our Chapel Program, which includes important student and community services. This program is overseen by our School Chaplain and provides opportunities for our girls to engage with key ideas and issues in an Anglican context. A comparison between different faiths is explored through Humanities.

# EARLY YEARS PREP–YEAR 2

## Developing Me

The early learning years mark a time in which your daughter is establishing herself as a learner while developing independence and resilience. A love of learning is nurtured, and strong friendships and bonds with peers and teachers develop. Students are encouraged to take risks with their learning while setting and achieving personalised goals.

Early years is a time of transitioning to school, where students are developing in the areas of: curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

They are exploring a range of skills and processes, such as problem-solving, enquiry, experimentation, hypothesising, researching and investigating.

Your daughter is beginning to understand how she can transfer and adapt what she has learnt in one learning experience to another. Our many varied learning experiences will ignite a passion for learning as your daughter connects with people, places, technologies and the use of natural and processed materials. It is a time when students are developing who they are as they learn to share, take-turns, collaborate and develop relationships.

Signature programs are unique to Korowa and equip our students with the skills and experiences of real-life learning and application that extend them both within and beyond the classroom.

# Signature Programs

## EARLY YEARS PREP TO YEAR 2

### 100 DAYS OF PREP AND PREP-YEAR 12 BUDDIES

This special tradition marks 100 days of Prep for students who will celebrate this event alongside a special Year 12 buddy who also commenced at Korowa in Prep. Activities include hosting a wonderful assembly, inviting families into the classroom to share their work and a special celebration with 100 Day cupcakes.

### EARLY YEARS' ASSEMBLIES

At Korowa, we take pride in our achievements regardless of how big or small they may be. These learning experiences are shared, showcased and celebrated as part of our monthly assembly. Students from ELC through to Year 2 have the opportunity to present their learning and explorations to their peers and other members of the community. The Early Years' Assemblies are an excellent way for our youngest students to develop their skills and confidence in public speaking. Musical performances, both group and solo, are also featured and are a wonderful performance opportunity for students.

### MINI SINGERS CHOIR

Choral singing is a strength in the Junior School, and all students take part in the Mini Singers program (Prep to Year 2). As choristers, students reap the many physiological, mental and emotional benefits of group singing. They also have the opportunity to perform at numerous School and community events.

## EARLY YEARS ATHLETICS DAY

A fun celebration showcasing both children's participation and enjoyment of physical activity. Students are involved in a modified athletics circuit and are able to display their development of fundamental motor skills and newly learned skills across the different activities.

## CHESS PROGRAM

Prep to Year 2 are taught to play and improve their game with classroom lessons during Semester 2. This develops abstract reasoning and pattern recognition, which are skills that are transferred to other areas of the curriculum, including reading.

## YEAR 2 STRINGS PROGRAM

The Strings Program, which is part of the music classes, allows every student in Year 2 and 3 to have the exciting opportunity to learn violin, viola or cello. It aims to foster a love of ensemble playing whilst reinforcing fundamental musicianship and theory skills.

## YEAR 2 SLEEPOVER

Excitement builds as the Year 2 Adventure Day approaches and students prepare for the extended day experience including a sleepover. In the days beforehand, developing independence, teamwork and practising resilience when faced with difficulties helps ensure a successful 'away from home' experience.

## YEARS 3 AND 4

# Nobody Left Behind

The Year 3 and 4 program is a time of consolidation of learning and developing independence of mind and actions. Students are beginning to recognise emotions and personal qualities and achievements, understand themselves as learners, express emotions appropriately, develop self-discipline and set goals.

The girls are learning collaboration, respect for other's thoughts and opinions, and reflection of their choices. Literacy and Numeracy continue to be a focus, with the development of project-based learning expeditions to help them understand themselves and the world around them. It is a time when the girls start doing new things like using their ID cards, going to Tuckies (School canteen) independently, moving into new choices in uniform and having a great range of opportunities through the signature programs available to them.

# Signature Programs

## YEARS 3 AND 4

Signature programs are unique to Korowa and equip our students with the skills and experiences of real-life learning and application that extend them both within and beyond the classroom.

### KITCHEN GARDEN PROGRAM

With the development of the new Junior School playground, the vegetable patch has been recreated. Through the **Stephanie Alexander Kitchen Garden Scheme (SAKGS) program**, the children will learn:

- positive food habits for life
- about their natural environment, the seasons, and develop practical skills, from recycling, composting and preserving to budgeting and fundraising
- life skills, such as cooperating, sharing, critical thinking and leadership
- to be engaged, especially those who face barriers learning in the traditional classroom environment.

### SPORT PROGRAM

In Years 3 and 4 Sport, students are introduced to a more challenging level of team-based games. Activities encourage students to mix across classes. Units covered include Movement, Invasion, Striking and Fielding, Net, Wall, Court and Target Games. The modified sporting games are aimed at preparing girls for inter-school competition in Years 5 and 6.

### TRIPS AND TOURS

Students participate in a camping and outdoor education program, which is sequentially designed to cater for their particular social, physical, emotional and intellectual stage of development. An important developmental experience and often the first overnight trip away from direct family.

- Year 3: one day and one night at Camp Manyung in Mt Eliza.
- Year 4: two nights and three days in Marysville, Victoria.

## YEARS 5 AND 6

# Character Counts

A broader and deeper curriculum allows your daughter the opportunity to build meaning and refine her understandings across a range of subjects. Ideas of a more abstract nature are introduced, and the girls are encouraged and supported to take responsible 'risks' with their learning to achieve set goals.



The development of good character during this age is highly regarded. We expect the girls to work independently, show initiative, become confident, resilient and adaptable. They are encouraged to contribute to civil society, accept and acknowledge difference and diversity. They are developing their capacity to understand relationships, negotiate and resolve conflict, make safe decisions and give back to their communities, in other words their 'character counts'.

The girls experience further development in the co-curricular, wellbeing and leadership programs as they progress through the Junior School. They are presented with school experiences that encourage growing independence, responsibility, leadership and resilience. As your daughter approaches the exciting transition to Cripps, activities are carefully structured to prepare her for the next important stage.

# Signature Programs

## YEARS 5 AND 6

Signature programs are unique to Korowa and equip our students with the skills and experiences of real-life learning and application that extend them both within and beyond the classroom.

### YEAR 6 KIDPRENEUR

Recognising that an entrepreneurial spirit is an asset in today's world, students research real world problems before designing and pitching a product to receive feedback. Students then sell their products at Market Day with all profits supporting a local charity.

### LEARNING TO LEAD

In Year 6 there is a formal Leadership program which includes: two Junior School Co-Captains, two Co-Captains in each House, and Portfolio Captains for Art, Sport, Music, Environment, Library, STEAM, Social Service and International. Working with their committee and mentor, they contribute and assist with sharing news and events that are related to their portfolio. All Year 6 girls are part of a committee.

### TRIPS AND TOURS

Students participate in a camping and outdoor education program, which is sequentially designed to cater for their particular social, physical, emotional and intellectual stage of development.

- Year 5: two nights and three days at Camp Jungai in Eildon, Victoria.
- Year 6: Korowa to the Capital Tour in Canberra for three nights and four days.

### MITRE PROGRAM

This program is committed to identifying highly able students and providing them with a stimulating learning environment so that they can become successful learners, and capable and confident contributors to their local community and the wider world. It consists of three key approaches to meet the needs of the girls: enrichment, extension and acceleration. In Years 5 and 6, girls are invited to join the program, participating in areas such as: Mathematics, STEAM and Philosophy.

### MUSIC AND PERFORMING ARTS

The Years 5 and 6 Instrumental Program allows students the opportunity to experience learning a new orchestral instrument, and it is from this program that students often consolidate their learning for further private study and ensemble participation in the Cripps program. Students in Years 5 and 6 have the opportunity to audition for a lead in our biennial Production. All students in Years 3 to 6 participate in the performances.

### SCIENCE YEAR 6 SPECIALIST PROGRAM

Science is an important component of STEAM (Science, Technology, Engineering, Arts, Mathematics) and all Year 6 students have the opportunity to participate in an engaging Science program facilitated by a specialist Science teacher. This program includes access to Science laboratories and plays a role in preparing students for the Cripps program.

# Signature Programs

## PREP TO YEAR 6

### THE BIG WRITE AND VCOP\*

The Big Write focuses on four main aspects of the writing process – vocabulary, connectives, openers and punctuation (VCOP) and provides children with the skills to improve their own writing through self-assessment. Children are taught to think about their writing in terms of VCOP and then use these aspects to help them improve. Younger children are taught less explicitly and more ‘friendly’ terms with less grammatical terminology are used. \*Based on the research of Ros Wilson, UK

### SMART SPELLING

Spelling is taught by using the SMART (Say, Meaning, Analyse, Remember, Teach) approach designed by Michelle Hutchison. Spelling rules are taught in a meaningful way, from a focus on teaching phonics and common words, to spelling patterns and vocabulary development. The SMART Spelling approach also includes the study of where the words come from (etymology) and how prefixes and suffixes change the meaning of base words.

### CHOIRS

Choral singing is a strength in the Junior School, and all students take part in Mini Singers (Prep to Year 2) or Junior Choir (Years 3 to 6). As choristers, students reap the many physiological, mental and emotional benefits of group singing. They also have the opportunity to perform at numerous school and community events. All students in Prep to Year 6 are part of a choir.

### LEARNING TO LEAD

Student leadership encompasses both formal and informal learning opportunities in order to develop the competencies of children as individual leaders and effective participants in teams and groups. In Years 3 to 5, a Class Captain and SRC Captains are elected for a semester. The development of student leadership skills involves opportunities which encourage students to:

- Act in roles of responsibility with integrity and honesty.
- Foster a sense of purpose.
- Work collaboratively with others.
- Take on responsibilities and use decision making skills; and
- Be active and reflective listeners.

### JUNIOR SCHOOL LEARNING COMMONS

The Junior School Learning Commons caters to ELC through to Year 6 students, in a warm and welcoming agile space. Staff ensure that carefully curated collections are current, age specific, align with curriculum, accessible and meet the needs of staff and students. A focus on reading to foster a love of lifelong reading is permeated throughout Library classes and Learning Commons activities. The Junior School Learning Commons hosts many activities ably assisted by the Library Captains and Committee. Throughout the year fun and engaging activities include Book Week, 100 Word Story, Minecraft and the Premier’s Reading Challenge to name but a few!

# KXP LEARNING EXPEDITION

## IMMERSION / HOOKS / KICK OFF (VISCERAL EXPERIENCE)

### GUIDING QUESTION

E.g. Food and the future: How can we create and produce on trend sustainable food products?

**Key Learning Area 1**  
KLA specific knowledge  
understanding and skills

**Key Learning Area 2**  
KLA specific knowledge  
understanding and skills

**Key Learning Area 3**  
KLA specific knowledge  
understanding and skills

Complex texts that students read closely. Students experience a volume of reading at their level

Learning targets derived from literacy and curriculum outcomes

Curriculum mapped to standards and progressions.  
Teacher led direct instruction **NOT** research

### EXPEDITION ELEMENTS

FIELD WORK EXPERTS PORTFOLIOS ARTEFACTS OF LEARNING MASTERY ASSESSMENT

### OUTCOMES

PRODUCT – BEAUTIFUL WORK

MAKE IT PUBLIC – EXHIBITION

## EACH EXPEDITION: NOT YOUR TYPICAL LESSON!

Korowa's Expedition Program (KXP) is a style of learning that is highly engaging, creative and collaborative with students working, both individually and together to problem solve, design and discover and to create beautiful work.

Each expedition program runs for approximately 8 weeks and is designed by a teacher team across several subjects who undertake the expedition themselves before its launch.

Students are engaged in the expedition via real world immersion experiences which may include field trips, incursions and access to experts.

The KXP is student driven and teacher supported so that the learning is organic as part of the process and based on their real-life experiences, challenges and awareness of their world. It provides meaning to what they are learning as well as helping to make a difference in the community, and may include service via development of products, services and solutions.

The girls strive to produce industry quality products, often for real clients as they access expertise and visit relevant locations to gain insight and relevant experience. This program builds character while engaging hearts and minds and provides an opportunity for students to showcase their work to the community.

In 2020, our Year 5 students engaged for the first time in a KXP expedition 'Bushfire- Tails of Survival' exploring the question, 'What Does it Take to Survive a Bushfire?'. They investigated the impact of bushfires on the environment and how communities respond. The students developed their geographical skills by identifying high risk bushfires on a map and explored a variety of bushfire mitigation strategies and evaluated their effectiveness. Students also worked with experts in the field of bushfire management and storybook writing and illustration. Students conducted experiments and independent research to discover how both plants and animals adapt to bushfires. They developed their creative writing skills through planning, drafting and publishing an online picture story book for a wildlife sanctuary as the final product to be shared. Students had the opportunity to develop their research skills and expand on their understanding by connecting with a variety of experts. Some of these included local wildlife sanctuaries, Indigenous culture leaders and well known children's authors.

Product drives the purpose

Must be documented along the way

# CURRICULUM

# Express Yourself!

ENGLISH

LANGUAGES

VISUAL ARTS

DANCE AND DRAMA (YEARS 5 AND 6)

MUSIC

**YOUNG PEOPLE WANT TO MAKE A DIFFERENCE, TO ADDRESS REAL ISSUES AND SEEK TO INFLUENCE TODAY'S DECISION MAKING.**

Possessing strong communicative skills and the ability to effectively use technology as a conduit of communication will be vital to future success.

We support young people to ensure they can become effective communicators and collaborators so they can have a positive influence about issues they are passionate about.

# ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Teaching and learning programs balance and integrate all three strands. These focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as students journey through their Primary years. Developing a love and passion of literacy, whilst developing mastery of skills is a priority in the Junior School.

# LANGUAGES

In 2021, all students study German, apart from Year 5, 2021 students who will continue with French. An emphasis is placed on broadening the students' overall understanding and appreciation of the culture and customs of both French and German people. The emphasis in the Languages program is on enjoyment, participation and skill acquisition in the foreign language. Aural-oral skills are of primary significance, with an increasing emphasis being placed on reading and writing skills in Years 4, 5 and 6.

# VISUAL ARTS

This program is designed to inspire students' interest in Art and provides opportunities for them to develop their artistic and creative talents with confidence. The study of Visual Arts encourages observation of the world around them, visual expression and appreciation of one's own work, and the work of others. Students develop an awareness of shape, dimension, line, texture, colour, pattern and tone through drawing, painting, clay, textiles, collage and three-dimensional modelling.

# DANCE AND DRAMA (YEARS 5 AND 6)

In Dance, students explore how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform for audiences, demonstrating technical and expressive skills.

In Drama, students discover how dramatic action and meaning is communicated through what they make, perform and view. They learn how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

*Communication.  
Collaboration. Creativity*

# MUSIC

Music has played an important role at Korowa for much of its history. The Music program is founded upon the belief that an understanding, and appreciation of Music begins in early childhood and continues throughout life. The Junior School Music Program includes both Kodaly and Orff methods. Skills are developed through singing, playing, listening, moving and creating. The program is planned and sequenced to suit the developmental stages of the child.

## WHY IS STEAM SO IMPORTANT?

We will depend on our young people who have a strong foundation in STEAM (Science, Technology, Engineering, Arts and Mathematics) to address the challenges of our present and future. These disciplines are instrumental in establishing a high degree of innovation, design, problem finding and solving, and creativity. Equipped with the latest technology and design tools, a language of coding, and a firm understanding of science and technology, who knows which of our students will discover; the next breakthrough for a pandemic cure, medical innovations or even solutions to mitigate climate change.

# STEAM - Future Builders

### PREP

- Beebots – coding for numeracy, literacy and Geography
- Animal & bird design

### YEAR 1

- PowerPoint and animation – mini beast
- Bug hotel construction
- Musical instrument design

### YEAR 2

- Rube Goldberg machine construction
- Digital design – maps and plans for a vegetable garden to attract mini beasts
- Stop start animation

### YEAR 3

- Design innovative products
- 'Junk room/Makey space' to design objects
- Scratch coding
- Ozbots coding for planetary travel

### YEAR 4

- Dash and Dot robots – coding
- Digital story telling through film
- Do Ink editing

### YEAR 5

- Design a zoo
- Adobe Spark
- Green screen technology
- Digital story telling

### YEAR 6

- Bridge making
- Sphero coding
- Autodraw
- Understanding Artificial Intelligence

## Technology and Design in Motion

# SCIENCE

The content of this program includes the three strands of Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated, and their content is taught in an integrated way over a two-year cycle. In Year 6, students have the opportunity to experience a Cripps model, with a Science teacher and access to Science laboratories.

# MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of Mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build on the developmental aspects of the learning of Mathematics.

# TECHNOLOGIES

Students apply their knowledge, practical skills and processes when using technologies to create innovative solutions, independently and collaboratively. Our girls will develop knowledge, understanding and skills to respond creatively to current and future needs. The practical nature of the Technologies learning area engages our girls in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in our girls the value of planning and reviewing processes to realise ideas. Students develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies.

# Knowledge Architects

Knowledge architects are visionaries who interrogate the lessons of both past and present to imagine and ultimately build a better future for all. Since ancient times, students of the **Humanities** have been at the forefront of our most complex and important debates about issues of social, cultural, economic, ideological and political significance.

The lenses of **History, Geography, Civics and Citizenship** provide an understanding of the problems, motivations and moral complexities of the human condition that inform humanity's actions in the face of local, national and global challenges.

An examination of these subjects encourages individual reflection, intercultural awareness, empathy and an appreciation for the beauty and power of knowledge. All subjects are living, breathing subjects which are adapted to meet contemporary needs. In studying these subjects, students develop transferable skills including the ability to write, argue and research.

## HISTORY

Learning about history through integrated studies provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within a particular historical context ranging from personal and family histories to Australian colonies and democracy. This facilitates an understanding of the past and provides a focus for historical inquiries.

## GEOGRAPHY

Developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific skills, including the use and interpretation of maps, photographs and other representations of geographical data. The content of each year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and are taught in an integrated manner.

## CIVICS AND CITIZENSHIP (YEARS 3–6)

Students begin to explore their understanding about democracy, laws, citizens and citizenship, diversity and identity. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Girls explore how individuals, including themselves, participate in and contribute to their community. They explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity (diversity and identity).

# A Lifetime of Wellness



## PHYSICAL EDUCATION AND SPORT

Physical Education is an integral component of each child's life. The program is designed to provide every student with challenging activities to participate in and achievable goals to strive towards. Fitness is a key component in developing a healthy lifestyle and is encouraged through participating in regular activity. Children experience a range of activities: Physical Education, Sport and House events as well as the opportunity to participate in co-curricular sporting activities at an interschool level. Students are supported to value themselves and their peers. Positive reinforcement, respect for others and working as a team are key aspects in developing positive attitudes, resilience and appropriate social interaction, both in Physical Education and Sport classes as well as in day-to-day life.

## BODY WORKS – HEALTH AND WELLBEING PROGRAM

This program has been specifically designed to teach students to enhance their own and others' health, safety and wellbeing in a sequential series of lessons across the Prep to Year 6 environment. It provides a comprehensive Health Education program that is engaging and informative at each year level.

## SWIMMING PROGRAM

Students in Prep to Year 6 participate in a Swimming program during the year. It is our aim to offer your child a happy and meaningful learning experience that provides the foundation for swimming and water safety skills enabling them to safely enjoy aquatic activities in a limited range of environments. Once students reach the end of Year 5, they will feel confident in achieving the tasks required to receive the Victorian Water Safety Certificate in Year 6, introduced by the Victorian Government and Lifesaving Victoria.

Developing and maintaining a healthy lifestyle is vital in today's modern world. Crafting sustainable solutions with a low impact on the earth is a priority in our program development. Creativity, collaboration, communication, problem finding and solving are all characteristics of subjects that sustain a healthy lifestyle. Programs establish healthy habits, routines, nutrition and wellbeing strategies which last a lifetime while building resilience, camaraderie and collaboration. A positive attitude towards health and physical activity will foster a lasting desire to remain physically fit and will motivate students to continue their involvement in sport and physical activity throughout their lifetime.

# BEYOND THE CLASSROOM

The wide array of co-curricular activities complements and adds to the learning that occurs in the classroom. We encourage our students to explore the breadth of experiences to discover their passions, many of which could last a lifetime.

## MUSIC

Private tuition on a wide selection of instruments is available from the Music School. String players are encouraged to join the Donald Redding String Orchestra which is for beginner to intermediate level string players. Brass, woodwind and percussion players are encouraged to join the Junior School Concert Band, an all-inclusive band for all other instrumentalists. More advanced pupils may be invited to join the larger ensembles in the Senior School. Smaller ensembles are available in targeted groups.

## DANCE AND DRAMA

With a wide variety of performance opportunities on offer, students can participate in performing arts productions, dance showcases and assemblies. A School Production is held every second year.

## SPEECH AND DRAMA

This program is designed to develop a student's individual communication skills and performance techniques. The skills of oracy (reading, listening and speaking) are emphasised to enable students to develop clarity and confidence in all areas of oral communication through private lessons.

## KOROWA NETBALL

Girls from Years 3–12 can participate in a Saturday Netball Club. In addition to a weekly competition, selected Juniors are able to take part in tournaments throughout the year. Korowa's Netball girls are a diverse group who value teamwork, inclusion, and enthusiasm.

## SPORT

Sport and physical activity are essential to general health and wellbeing. At Korowa we encourage positive physical activity behaviour through school sport, Physical Education, recreation and leisure time activities both at school and through community and club links outside school.

There's something for everyone from House Sport competitions to inter-school and intra-school sporting opportunities, as well as the Club Sports at Korowa in Netball and Snowsports. Regardless of skill level, students have the opportunity to participate, it's a great way to make new friends, have fun and stay fit.

## SPORT CARNIVALS

Three major sporting carnivals are held every year: House Swimming, House Cross Country and House Athletics. House Cross Country involves all students from Prep to Year 6. House Athletics is split into two separate events, ELC to Year 2 and Year 3 to Year 6. House Swimming includes events for Years 3 to 6 students. Students enjoy the opportunity to work across different age groups, developing House chants, songs and spirit.

## QUEST (YEARS 5–6)

This program runs after school in the STEAM Lab and provides students with access to internal and external industry experts within short term programs. Workshops have included engineering projects, wearable tech, 3D printing, robotics and digital film making.

## HOMEWORK HUB

Students from Years 4 to 6 can join the after-school Homework Hub in the Learning Commons area (Senior School Library) with a dedicated supervisor. It operates during term time from Monday to Thursday every week after school until 6.00pm.



# CLUBS

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## STEAM CLUB

Throughout the year, the STEAM Team run several fun lunchtime activities in the Junior Learning Commons to give students the chance to explore different technologies and their applications. It is led by the Year 6 STEAM captains and committee.

## BOOK CLUB

Each week, like minded students discuss what they love most in the Learning Commons, books! All students are welcome to come along and be involved in general discussions with no set books or required reading. It is led by the Year 6 Library captains and committee.

## CHESS CLUB

The Junior School Chess Club runs every other Monday at lunchtime, with coaches from Dark Horse Chess. These sessions are tailored to the students' ability levels, and help each student be the best chess player they can be. Along with the Senior School Chess Club, the Junior School Chess Club members attend Chess Australia Interschool Tournaments, to compete with students from other schools in a round of chess matches.

## ART CLUB

Students meet weekly to share their love of the visual arts. In a relaxed environment, students have fun learning about a range of art forms by engaging in a variety of stimulating art activities. It is supported by the Year 6 Art captains and committee.

## ENVIRONMENT GROUP

The environment group is an assembly of students from all year levels oriented towards an enthusiasm for our natural environment. It is directed by the Year 6 Environment captains and committee. Throughout the year, they meet to discuss and implement ways to promote environmental sustainability, sometimes they just like to leave a space open for discussion and the sharing of ideas.