



Cripps 2022

Navigator

YEARS 7 AND 8
WE ARE A COMMUNITY



KOROWA
ANGLICAN GIRLS' SCHOOL

Welcome

At Korowa our community plays an important role in supporting the School and our students. Many of our families choose Korowa because they value the connection that we foster, as a smaller school, between students, teachers and families.

Our parents are the foundation of our community; we work hard to encourage them to be connected and continue to look for ways in which we can support them and their children. We recently introduced a subsidised bus service from Oakleigh South and Bentleigh to support our families in those areas where access to Korowa via public transport is difficult.

CRIPPS MISSION

To develop and foster an inclusive and respectful community within the Years 7 and 8 students. To encourage their personal growth, creative and innovative thinking and their confidence to enact positive change.

The Cripps Community is a wonderful two years of discovering who I am, what I am passionate about and how I can connect with others.

As we welcome your daughter into our Cripps Community, we aspire to provide her with every opportunity to be heard, to be supported and to achieve her best. As part of a community, she will be able to explore her interests and opinions; share her voice; develop a sense of character and greater awareness of how she can make a difference; and, build upon her strengths to improve her academic performance.

If we were to summarise in one word what Cripps embodies, it would be Community. The skills acquired within and beyond the classroom building connection with others will support students to establish links to the wider community. This too helps your daughter to establish who she is, where her passions lie, and how she finds her place in this same community. We'll help her in her pursuits to be brave, to try new things in order to establish her interests and to seek her own path within a warm and supportive environment. It is a place where your daughter will be able to learn from her mistakes and develop greater independence. Our talented Cripps team will help your daughter establish a strong foundation of organisational and study skills to assist her in her learning.

Our unique Community program will help every student to identify strengths and build character, build connections with others, while working as a team to consider and apply service or to discuss relevant topics to develop good people.

We would like to warmly welcome all students to Cripps. This is an exciting time in their lives as they begin their secondary education, there are new friends to be made and so many opportunities to explore new things.

Mrs Kate Tanner
Head of Cripps

Miss Alicia Mein
Gifted and Talented Coordinator and Head of Year 7

"The Cripps Community to me is a place where we can all come together. It is a place that can impact your life for the better without you even realising! Cripps is the kind of place that you don't realise how amazing it is until you are no longer in it" Hannah – Year 8 student

TRANSITION

TRANSITIONING INTO YEAR 7: STEP UP TO 7

Students begin their transition journey to becoming a Cripps student during the latter part of Year 6. Over a number of transition and orientation day programs, the students spend time getting to know their new peers, chatting with their teachers and Head of Year, trialling activities and classes to begin to get a feel of what life as a Korowa student will be like and to help them feel more comfortable. Existing Year 6 students and new Year 7 students establish new relationships and begin to form one community.

TRANSITIONING TO YEAR 8: ESTABLISHING SENSE OF SELF

As the leaders of the Cripps Community, Year 8 students build on the skills of the previous year to develop a greater sense of independence. They are encouraged to take on increased responsibility for their learning through goal setting, actively seeking teacher support and developing positive coping skills that they can apply when facing challenges.

In Year 8, students are encouraged to focus on their areas of passion and use co-curricular activities to develop these skills.

TRANSITIONING TO YEAR 9: FINDING THEIR PATH

To prepare for their transition into the Senior Years, Year 8 students apply what they have learnt about themselves during their Cripps journey to select subjects that will challenge them and allow them to explore their passions. They will also be able to develop further and apply any acquired leadership skills to various leadership opportunities in Year 9 such as House Arts and the Year 9 Ambassador Program.

As these students transition into Year 9 and begin making choices towards what their future will look like, they are encouraged to remember these passions, continue to consider others and always to speak up to make a difference in the world.

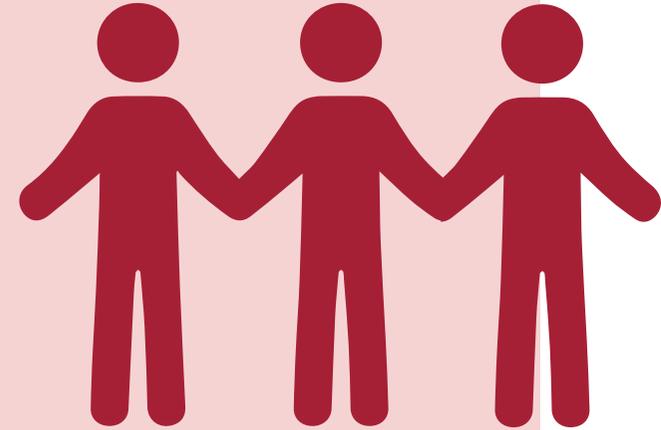
“Cripps Community to me is a ginormous family that will always be there for you no matter what. A place to be yourself and work collectively to problem solve or challenge. I learnt about kindness, leadership and so much more. Cripps is an opportunity to make new connections, along with friends and to achieve the impossible. Cripps has given me personally my best friends and the confidence to go for leadership roles. These are things that I would have missed if it wasn't for the Cripps Community and I have to thank my family for the two most amazing years they have given me.”

Rachel – Year 8 student

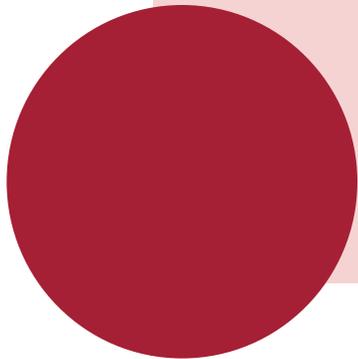
BUILDING CHARACTER

Developing good people who actively engage in their community is a priority. Students can easily pursue their passions while balancing their academic studies with an array of co-curricular offerings pertaining to social service, music, drama, visual arts, sport, writing and leadership.

Our Prep to Year 12 House system is very much part of the Korowa life and all students in Cripps are expected to actively participate in the array of activities on offer. Current students and Korovians alike fondly recall memorable House chants during events where students forge strong relationships with fellow members while cheering them on. House also facilitates an opportunity to be enterprising while demonstrating leadership and teamwork as part of the School community.



Developing good people



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 frame work 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

MICROSOFT TEAMS

The last two years have 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 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 after-school Quest program provides an opportunity for students to work with external experts from industry and the tertiary sector.

MEDIA STUDIO

Set up with a suite of lights, cameras and other related tools, students can engage in developing and producing film in a media studio that replicates an industry standard experience.

Cripps 2021 Part of a Community

190 STUDENTS IN CRIPPS IN 2021

Senior School Students travel from:

38 suburbs

Out and about:

YEAR 7 TOOLANGI COMMUNITY CONNECTIONS PROGRAM

YEAR 7 DARWIN SERVICE AND ADVENTURE KXP EXPERIENCE

YEAR 8 CAIRNS REEF AND RAINFOREST KXP EXPERIENCE

YEAR 8 VICTORIAN COASTAL EXPERIENCE

MUSIC AT KOROWA

48 STUDENTS play in a Band or Orchestra

35 STUDENTS are members of a Choir

27 STUDENTS play in an Instrumental Ensemble

GSV SPORTS ON OFFER

TERM 1: Diving, Softball, Tennis, Swimming, Triathlon

TERM 2: Cross Country, Netball, Australian Rules Football, Hockey

TERM 3: Badminton, Soccer, Track and Field, Volleyball

TERM 4: Basketball, Cricket

32 STUDENTS took part in the 2021 da Vinci Decathlon

82 NETBALLERS

32 DEBATERS

18 CRIPPS STUDENT LEADERS

190 STUDENTS participate in Dance

4 HOUSES

AKEHURST

CLARKE

JAMIESON

WILKINSON

HISTORY:

Honouring the legacy of our Founder Mrs Akehurst, her visionary leadership of providing higher education for students 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

Essential to the students' success in the Cripps Community is a really closely connected and supportive Wellbeing team who work with them daily. The team of Cripps teaching staff, Community teachers, Heads of Year, Head of Cripps, Head of Senior School and the School Counsellor.

The Cripps Wellbeing Program is designed and embedded in everything the students do in order to support them. Wellbeing is delivered in a holistic way daily to support the students through tailored Community classroom learning and personal development information sessions.

“
The Wellbeing team in the Cripps Community check in with Every student Every day, to ensure that they feel happy, connected and confident.”

COMMUNITY

A regular time when we come together to establish connection with our community, build habits of character, contribute our strengths and talents and to discuss important ideas and events that matter to us. Students reflect upon their learning to set goals. Literacy is a focus. All students have a voice and can be heard. An awareness of society is developed and a commitment to service.

Korowa's MENTAL HEALTH STRATEGY

Korowa's Mental Health Strategy was developed to support our student, staff and families. We recognise that investing in our community's mental wellbeing is paramount for ensuring that our students continue to thrive academically, emotionally, and socially in today's world. The Korowa Mental Health Plan, as illustrated, has been designed to enable the prevention and early intervention of wellbeing and mental health issues in students. This strategy has been integrated through all areas of teaching with a particular focus on the Circle, Community and Crew classes.

The strategy explores mental health under three sub-categories: Self-care, Connectedness and Health Practices underpinned by our School values, social emotional learning and character.

Self-Care is about caring for oneself and using a range of strategies alleviate stress and improve wellbeing such as contemplation, creativity and self-compassion.

Connectedness is about feeling you belong to something, that you are included, accepted and appreciated. We look at this through the climate of kindness, collaboration, ceremonies and connection.

Health Practices is the final element of the Mental Health Strategy which examines positive health practices, being physically active, eating well and looking after yourself.

Looking after oneself and supporting each other to maintain a healthy mind and body has never been more important.



Kashdan, T.B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*, 30, 865-878.

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, 30, 79-90.

We create a Community...

The structure of Community sessions allows for relationship building, academic progress monitoring, and character development. Community are classes which take place as part of the weekly timetable, follow a prescribed structure and enable our students to build positive connections with their peers and their staff leader. Community staff leaders strategically plan their programs and lessons to address and assess these multiple goals.

Community sessions are a supported space for all students to have an opinion around focused topics that may affect them, their community and the world. The students understand that they are part of a Community, with shared understanding and support of each other to thrive socially, emotionally and academically.

Community is a time for learning and practising habits of character that enable students to work to become effective learners, ethical people, and to contribute to a better world.

In Year 7 Community, we come together as a group and as individuals, to learn to connect with the students and teachers in Cripps.

In Year 8 Community, we come together as a group and as individuals to connect with others, to share what we have in common, to accept our differences, and identify what we can contribute to the community by being our best selves.

Our Chapel Program enhances our concept of community and service, and is embedded within our Community framework. Overseen by our School Chaplain, this program provides opportunities for our students to engage with key ideas and issues in an Anglican context.

TO BELONG, TO BECOME AND TO BE

“Community is about building relationships, it’s about being heard and listening even when you are conflicted, it’s about self-awareness of personal, social and academic growth.”

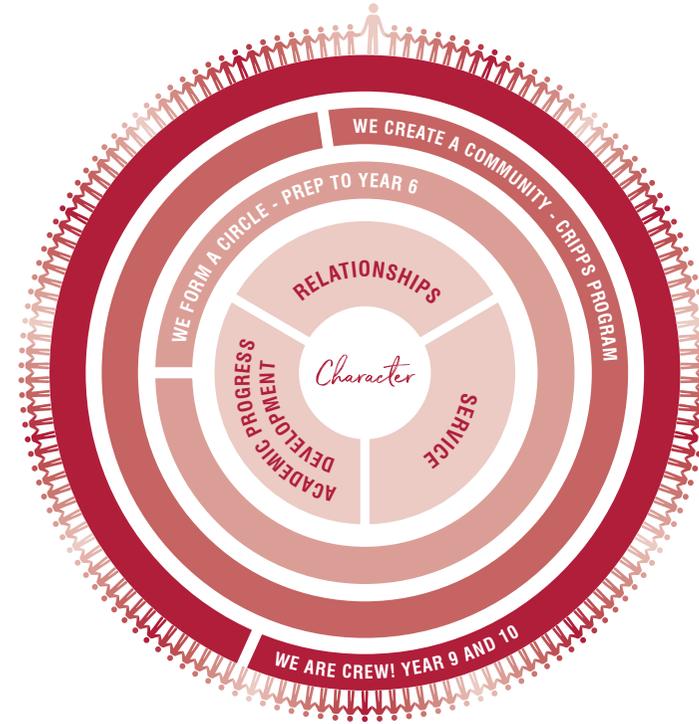
Cripps Community Teacher

“I love Community because it is an opportunity for all students in the class to interact. It’s unlike other academic classes, we do activities to connect and learn more about each other.”

Year 7 student

Circle, Community, Crew **DEVELOPING GOOD PEOPLE**

A STRATEGICALLY PLANNED WEEKLY PROGRAM WITH A PRESCRIBED STRUCTURE. STUDENTS BUILD POSITIVE CONNECTIONS WITH PEERS AND THEIR STAFF LEADER.



Character Development

- WE ARE LEARNING TO**
- BE GOOD PEOPLE
 - BE KIND
 - PROBLEM SOLVE
 - BE YOURSELF AND TAKE CARE OF YOURSELF
 - IDENTIFY AND USE CHARACTER STRENGTHS
 - COLLECTIVELY EXPLORE THE UNFAMILIAR



Relationship Building

- LISTEN TO AND RESPECT OTHERS
- CONNECT AND SUPPORT OTHERS
- BE ACCOUNTABLE
- FOCUS ON IMPORTANT ISSUES
- BUILD A COMMUNITY



Academic

- REFLECT ON LEARNING, GROWTH AND CHALLENGES
- PREPARE FOR PARENT/TEACHER INTERVIEWS
- SET GOALS
- BE ORGANISED
- FOCUS ON LITERACY THROUGH READING



Service

- CONSIDER THE NEEDS OF OTHERS, SOCIETY AND OUR ENVIRONMENT
- ACT TO SUPPORT OTHERS

WE ARE LEARNING TO

TEACHERS: • ADVOCATE FOR STUDENTS • MONITOR STUDENT PROGRESS AND DEVELOPMENT

Signature Programs

TRIPS & TOURS

Each year, students participate in a trips and tours program that is designed to encourage them to connect, share their stories and interests with peers and to establish those foundations of friendships and supportive relationships with teachers.

YEAR 7

Early in the year students participate in the **Toolangi Community Connections Program** which allows them focused time away from home and the classroom to experience and learn together, collaborate and build on the foundations of relationships that they have established since commencing Year 7.

The **Darwin Top End Experience** is founded upon investigation, understanding and education as students learn about sense of community, cultural heritage and the historical significance of Australia's wonderful Top End.

YEAR 8

The **Cairns Reef and Rainforest KXP Experience** helps to develop the students' understanding of what community is, environment protection and global awareness. This trip encourages students to develop their teamwork skills as they collaborate with their peers and the wider community to learn more about themselves, their skills, character strengths and coping strategies.

The **Victorian Coastal Experience** held at the end of the year is a three day mini journey where students work in teams and familiarise themselves with camping, cooking, trekking and problem solve together as they explore the beautiful coastline of the Mornington Peninsula.

CRIPPS LEADERSHIP PROGRAM

Learning to lead

When a student pursues a role as an Cripps leader, elected by her peers to represent the class, she will be learning to support and mentor others, engage in conversations with Heads of Years as well as fostering student agency and enacting positive change.

Cripps provides embedded leadership and student voice from within the community, for the community.

Cripps Leaders:

- Model exceptional behavior – uniform, attitudes, punctuality, personable best approach to all that they do
- Encourage and remind those around them to model expectations
- Demonstrate leadership through service

“As leaders, I think it is important that we all spread positive energy and support others during these difficult times. I wish to help bring a strong sense of belonging to everyone here at Korowa, and to do this we should create a caring, encouraging environment.”

Chloe, Year 7

CRIPPS COMMUNITY DAYS

The Cripps Community Days are a wonderful end to every term and are a time when the students can come together as a community outside of the classroom and take part in a range of activities, listen to guest speakers and create together.

Each Community Day has a different focus:

- What are my passions?
- What are my strengths?
- Peer Relationships and Teamwork
- Move, Play and Rest
- Meaning and Mindfulness

Each Cripps Community Day involves a House challenge, a sports component, a service initiative or problem-solving task as well as a creative and wellbeing component.

The Term 4 Cripps Community Day becomes part of the End of Year program allowing time for the Cripps students to engage in student run initiatives as part of The Cripps Citizenship Project. This project aims to enlighten, to inspire and to drive change. In groups, students pick their research area (environment, wellbeing or social service) and develop their understanding of big ideas, global concepts, problem-solving strategies, teamwork and mastery of skills to create authentic work.

Students are highly passionate about supporting their community and the students are encouraged to enact on these passion projects.

MITRE PROGRAM

Throughout the Cripps Program, in-class differentiation is used to ensure learning activities are targeted to student needs. The Mitre Program at Korowa provides stimulating learning experiences for highly able students to become successful learners. Using a range of measures to determine suitability, selected students are invited to take part in these extension or enrichment classes in Philosophy and Mathematics.

Furthermore, the Mitre Program provides students with opportunities to take part in a range of external competitions. During the Cripps years the da Vinci Decathlon and the Write a Book in a Day competitions are two of the annual highlights for our Mitre students.

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

Product drives the purpose

Must be documented along the way

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.

Underpinned by curriculum outcomes, 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.

The expedition program is student driven and teacher supported so that the learning is organic and part of the process; based on their real-life experiences, challenges and awareness of the world. It provides meaning to what students are learning as well as helping to make a difference in the community.

Students strive to produce industry quality products, often for real clients as they access expertise and visit relevant locations to gain insight and experience.

In summary KXP:

- may contain an element of service to the community as students develop real world products, services and solutions
- builds character while engaging hearts and minds!
- the final outcome is made public and shared with the world
- is supported by K Expeditions which builds the technology skills required

Express Yourself!

ENGLISH

LANGUAGES

DRAMA

VISUAL ARTS

MUSIC

KOROWA VALUES YOUNG PEOPLE AS INFLUENCERS

Young people want to make a difference, to address real issues and seek to influence today's decision making at a community and political level. Possessing strong communicative skills and the ability to effectively use technology as a conduit of communication will be vital.

Whilst the advent of technology has enhanced awareness of issues, many young people are not sure how to actively and effectively leverage media which often results in armchair activism where they may simply just agree or share information. We believe young people can be effective communicators and collaborators to create a positive influence about issues they are passionate about.

There are an array of subjects and signature programs which allow students to develop their communication skills and build confidence to be a leader.

LANGUAGES

Selecting to study two of four languages – **Chinese, Japanese, German and French** on offer, ensures students are well placed to engage in a highly globalised world where travel, trade and international cooperation are key activities.

Throughout the year, students have the opportunity to build a strong foundation in two languages. They gain confidence as communicators in another language and begin to develop an understanding for the language learning process, through the four essential linguistic skills of reading, speaking, listening and writing within a framework of cultural and grammatical systems. Simultaneously, they study cultural norms which enhances their intercultural understanding, as an important part of a connected, globalised society.

In doing so they reflect on their own and others' communication and question their existing ideas and practices in relation to others. In moving between different language systems students develop a strong metacognitive capability.

ENGLISH

In understanding one's self as an individual and a member of the global community, it is imperative that students discuss current issues and concerns, and they immerse themselves in the world of literature, exploring the ideas, views and values of writers, past and present. Moreover, it is equally important that they become creators of texts, sharing their voice through the power of the word.

In Year 7, students actively engage with language by exploring the construction of different text types, genres and modes. Students not only analyse, evaluate and create persuasive texts, they passionately further their argumentative skills by participating in a formal class debate. They read various short stories and write their own narratives. Moreover, by immersing in the world of literature, students discuss themes, ideas and concerns about the human condition that transcend time and place.

In Year 8, students extend upon the skills and knowledge learnt in the previous year, achieving mastery in interpreting texts, exploring different viewpoints and expressing their ideas in new ways. Furthermore, they make authentic connections with the world around them, by applying the skills of persuasion and storytelling, delivering a powerful message about sustainability, civics and citizenship through the production of a video, as part of Korowa's Experiential Learning initiative.

DRAMA

Want greater social connection, confidence or creativity? Drama provides the stage upon which communication, collaboration, expressive skills and creativity are developed as students become innovators and problem solvers. Students will learn to apply the basic elements of drama, as well as an introduction to the more complex use of dramatic tension and sub-texts. They will make, refine and present student-devised drama, working in groups and as individuals, and experiment with small-scale scriptwriting.

MUSIC

Music education fosters creativity, greater communication skills, improved confidence and self-expression while enhancing health and well-being. Neural pathways are developed which enhance brain function. Music promotes teamwork and collaboration, within a culture of tolerance and acceptance.

Each student's existing skills will be expanded through a range of ensemble performance opportunities including specific ensembles for wind and percussion, strings and voice. Through these practical activities, students continue to develop their musicianship, with skills in notation being developed according to their individual level of experience and the instrument or instruments being played. All students will learn musical language which will allow them to respond to music from different cultures, using the Elements of Music.

*Communication.
Collaboration. Creativity*

VISUAL ARTS

Studying the Visual Arts will give students the skills to find their visual voice. Students experience and develop skills in a broad range of media: drawing, painting, printmaking, ceramics and technical and digital based design. Students will engage their lateral thinking and problem-solving skills as they gain an awareness of the function of visual arts as both a mode of self-expression and a reflection of our contemporary world.

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.

While study and careers in STEAM have traditionally been male dominated, it is essential that our students, as young women are encouraged, feel supported, confident and capable of moving into these career pathways.

STEAM - Future Builders

ONLY 16%

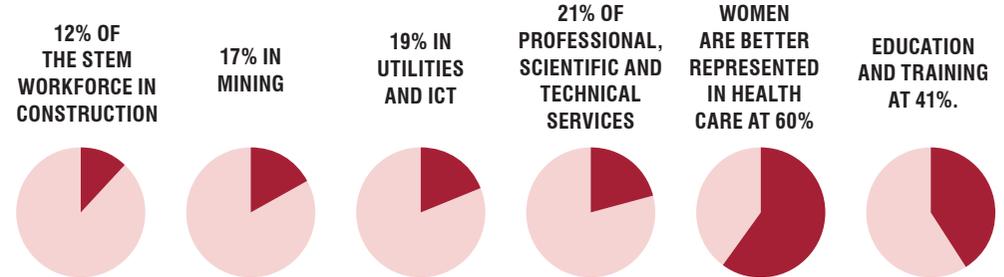
OF THE QUALIFIED STEM POPULATION ARE WOMEN

LESS THAN ONE IN FIVE SENIOR RESEARCHERS IN AUSTRALIAN UNIVERSITIES AND RESEARCH INSTITUTES ARE WOMEN.



ONLY ONE IN FOUR IT GRADUATES ARE WOMEN.

GENDER DISTRIBUTION ALSO DIFFERS GREATLY BASED ON INDUSTRY.



FEWER THAN ONE IN 10 ENGINEERING GRADUATES ARE WOMEN.

WHEN ASKED WHAT TYPE OF CAREER THEY WOULD LIKE TO HAVE IN THE FUTURE, TWICE AS MANY MALE STUDENTS ASPIRED TO A STEM-RELATED CAREER THAN FEMALES. 41% MALES. 20% FEMALE.

Source of info:
 STEM from the Office of the Chief Scientist's Australia's STEM Workforce
<https://www.science.org.au/files/userfiles/support/reports-and-plans/2019/gender-diversity-stem/women-in-STEM-decadal-plan-final.pdf>
<https://www.industry.gov.au/data-and-publications/advancing-women-in-stem-strategy/snapshot-of-disparity-in-stem/women-in-stem-at-a-glance>

MATHEMATICS

Mathematics courses support and challenge each student, to enable them to explore their potential and, through a level of curiosity and satisfaction, develop a liking of the subject.

Year 7 Mathematics is designed to challenge all learners by catering for individual differences, whilst learning in mixed ability classes. Each topic provides challenge problems to assist students in developing problem-solving skills. Assessments cover basic understanding of facts and skills, and extends into higher-order thinking with analysis style questions requiring a compilation of those and previously acquired skills. As we get to know our students and their mathematical talents, some will be selected for Mitre mathematics, an additional mathematics class.

Year 8 Mathematics follows a similar structure to that of Year 7, but topics are more complex and are underpinned by additional rigour. Each topic provides challenge problems to assist students' developing problem-solving skills. Students continue to learn in mixed ability groups. Assessments cover basic understanding of facts and skills, and this extends into higher thinking with analysis style questions requiring a compilation of those and previous acquired skills. Students previously selected, continue in Mitre Mathematics. They will have the opportunity to participate in additional Mathematics competitions and programs.

SCIENCE

Year 7 students transition into a more specialised study of science. They are introduced to some of the fundamental concepts found in biology, chemistry and physics. In addition to developing their capacity to think abstractly, students develop their practical skills through investigative experiments and begin to apply their understanding to real world problems in order to develop engineered solutions.

Year 8 students study real world phenomena at a more microscopic level. As they continue to explore biology, chemistry and physics, students are introduced to the processes which result in tangible, measurable effects. Experiments and investigations take on a more quantitative form as students begin to evaluate accuracy and precision while continuing to critique and refine the solutions they develop.

YEAR 7 AND 8 K EXPEDITIONS

The Year 7 and 8 Korowa Expeditions course focuses on developing a student's skills in technology, project-based learning and design thinking. Students will participate in a range of practical activities and projects designed to enhance their digital and technological skills to assist in completing KXP (Korowa Learning Expeditions) projects across a range of subject areas. Technologies incorporated into projects include CAD, 3-D Printing, robotics and robotics coding, 2D and 3D animation through computer game coding and design and aspects of the Adobe Creative Suite.

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. History and Geography are core subjects that are studied for a semester each by all students. Through these subjects students develop transferable skills which are highly sought after including the ability to write, argue and research.

GEOGRAPHY

Year 7 Geography: Water Scarcity and Liveability

Water has long been known as the key to life on earth, but what is lesser known is just how central a role water has played to the places we live in as humans, both today and through history. In this KXP Geography Curriculum, students examine two crucial questions: is water a human right or a commodity and how do we preserve and protect water? Students will explore the water cycle and the river systems that sustain the places we live in. Students will then be given the opportunity to examine the health of Melbourne's very own river system, the Yarra. Finally, students will learn what it takes to become custodians of their local waterways by meeting the people dedicated to keeping them clean and liveable for generations to come.

Year 8 Geography: Our Restless Earth

In the 21st Century, people are on the move again. Migration is at its highest levels since the end of World War Two, but the reasons are different this time. As geographers, students learn about the two biggest drivers of human movement, urbanisation and migration. Students focus on finding out how the rise of agriculture and industrialisation led to an incredible spike in population growth during the 20th Century, and the positive and negative consequences this has created today. In this inquiry course, students will investigate and collect data on their own family's history of migration, and see the part they have played in shaping the nation Australia is today. Students will also explore what a future could look like for our growing population that is both liveable, productive and sustainable. Students will also be equipped with the technological skills to create digital maps and the capability to conduct ethical research on diverse stories of migration.

HISTORY

Year 7 History: Great History Mysteries and The Ancient World

Year 7 History is an engaging unit comprised of two depth studies. The first – Great History Mysteries – is a conceptual unit that teaches students about what historians do and how, by examining evidence, historians construct an understanding of the past. This is a hands-on unit where students try to solve a series of enduring history-mysteries, with each presenting key revelations about the discipline and Humanity. In depth study two, students put their newly acquired skills to use by presenting a 'Night at The Museum' showcase on an ancient civilisation.

Year 8 History: Great Historical Turning Points

This powerhouse unit explores the social, political, economic and cultural impact of WW1 on Australia and the World. Guided by the historical thinking concepts of 'turning points' and 'change and continuity' students interrogate aspects of social and cultural life that have changed since the war, and aspects that have not changed at all. The second half of the course is a KXP unit where students explore the forgotten voices of Australia's war, namely the role of women. Throughout the unit, students explore new and old battlefronts in gender equality. Teaming with Art and Music, the unit culminates in a gallery expedition called 'The Women Who Waited?'

A Lifetime of Wellness

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, comradery and collaboration.

DANCE

This two-year Dance program enables students to understand how Dance provides a way of knowing about oneself, other people and the world. Dance explores stories, and is fundamental to sharing and understanding human culture, expression and communication. By the end of the Cripps years, students will have developed a repertoire of movement in a range of dance styles and can understand how to choreograph and perform dance pieces to communicate ideas and intentions.

PHYSICAL EDUCATION

Behaviours that contribute to health and wellbeing are encouraged in Physical Education. Movement focuses on challenges and opportunities for students to develop the physical skills that are needed to competently and confidently participate in various physical activities, as they also enhance personal and social skills.

FOOD STUDIES

In Year 7, team based experiences underpin the approach to food based practical activities. In doing so, they develop an understanding of effective planning techniques so that they are able to interpret the instructional text of recipes and understand the terminology and sequencing of food production tasks. Food information presented at this level focuses on preparation techniques and presentation of food when creating solutions for healthy eating. Sensory skills are emphasised.

In Year 8, students focus on working with different partners to develop an understanding of different cooking methods, presentation styles and the nutritional value of different food groups. Engagement with, and the enjoyment of preparing a range of healthy meals, is foremost in what students do. They develop an understanding of effective planning techniques so that they are able to interpret the instructional text of recipes and understand the terminology and sequencing of food production tasks. Throughout Year 7 and 8 there is also a strong focus on creating an awareness of food systems and sustainable approaches to creating meals in the home.

Curriculum

Korowa students aspire to pursue lives of purpose, as good people who can embrace problems with creative solutions, positively participate, connect with, and care about others. While discovering their passions, any knowledge and skills acquired at Korowa will continue to enhance their future academic, professional and personal lives.

Year 7 and 8 are important years where students are navigating secondary school and exploring new opportunities.

Our innovative and broad curriculum allows students to develop skills such as organisation, study skills, communication, collaboration, critical thinking, problem solving, service and character that will assist them as students to thrive and embrace the challenges and benefits of a globalised world.

The robust delivery of innovative teaching practices and curriculum development are founded upon up to date and renowned research.

CRIPPS SUBJECT SUMMARY

Visual Arts

Chinese

Community

Dance

Drama

English

Food Studies

French

Geography

German

History

Japanese

K Expeditions

Mathematics

Music

Physical Education

Science



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.



DANCE AND DRAMA

With a wide variety of performance opportunities on offer, students can participate in performing arts productions, plays, dance showcases and concerts. In addition to the School Production held every year, alternating between Senior and Middle year levels, Year 8 students also have the opportunity to be part of the Year 8 play each year.

DEBATING

Korowa competes in the Debating Association of Victoria's Schools Competition with teams from Years 8 to 12. Students can also participate in inter-House debates held at Korowa, or staff-student debates.

Debating develops confidence in public speaking, is invaluable for interviews later in life, fosters the ability to analyse and research topics, serves as an excellent aid to essay-writing and stimulates the ability to "think on one's feet". It is also great fun!

MUSIC

There are a number of ensembles on offer for students of all abilities to become actively involved with, both instrumental and voice. There is something for everyone, from choirs, the orchestra, wind symphony and the stage band to jazz, saxophone, strings and rock bands.

QUEST

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.

SPEECH, DRAMA AND EFFECTIVE COMMUNICATION

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. Private lessons are also available.

SPORT

Sport and physical activity is 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, Snowsports and Rowing. Regardless of skill level, students have the opportunity to participate, make new friends, have fun and stay fit.

KOROWA NETBALL

Students from Years 3-12 can participate in Netball in the Saturday WDNA competition. Students of all abilities have the opportunity to participate in a safe, inclusive and enjoyable environment. The new Sports and Wellbeing Centre due to open in 2022 will give students access to state of the art facilities including a rooftop netball court. This onsite facility will allow Korowa to expand the current offering to include strength and conditioning programs, coaching development workshops, specialist coaching sessions and school holiday netball programs.

KOROWA BASKETBALL

Students from Years 5-12 can each Saturday participate in the Waverley Basketball Association, as part of the newly created Korowa Basketball Club. Korowa Basketball is for students of all abilities, from those who have played for a number of years to those who are new to the game. The focus of the program is on challenging each individual, creating new friendships, skill development and beyond that, developing a love of basketball. The new Sports and Wellbeing Centre opening in 2022 will give students access to state of the art facilities including an indoor basketball court.

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.

KOROWA ROWING

Students can participate in rowing from Years 8-12. The Learn to Row Program in Year 8 is designed to introduce students to rowing and provide them with the necessary skills required to row as a crew. These skills include boat handling, basic ergo technique and general fitness training. At the completion of the Learn to Row program, students can join the Squad Program and compete in regattas and attend training camps.

Rowing is a sport like no other, it involves developing high levels of technical and physical skills and relies on outstanding team work for crews to succeed. With the opening of our Sports and Wellbeing Centre in 2022 and our recently completed River Campus located on the Yarra River, students have access to world class facilities.

KOROWA SNOWSPORTS

Students from Prep to Year 12 have the opportunity to participate in the Snowsports program which aims to develop skills across a number of activities including downhill skiing, snowboarding and cross country skiing. The program is open to students of varying abilities and experience.

The objective of the program is to encourage students to get involved and develop their skills in a positive, safe and inclusive environment building connections across all year levels. Students are able to participate in competitions including the Korowa Race Weekend, the Victorian Interschools Competition and the Australian National Championships.

CLUBS

ART CLUB (YEARS 7–12)

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.

BOOK CLUB (YEARS 7–12)

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.

CHESS CLUB (YEARS 7–9)

A chess coach from Melbourne University Chess Club runs regular sessions with Chess Club members, along with another coach who leads Masterclasses to prepare members for Interschool Chess Tournaments throughout the year.

ENVIRONMENT GROUP (YEARS 7–12)

Sometimes known as Evergreen Korowa, the environment group is an assembly of students from all year levels oriented towards an enthusiasm for our natural environment. 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.

PRISM (YEARS 7–12)

Prism is a discussion group where students come together to build connections with their peers, and discuss ideas and issues associated with sexual identity and gender identity.

STEAM CLUB (YEARS 7–12)

Throughout the year, the STEAM Team run a number of fun lunchtime activities in the STEAM Lab to give students the chance to explore different technologies and their applications. Students often discover they have a real passion for all things STEAM and select from a number of elective STEAM classes or continue this interest through one of our co-curricular QUEST programs.

WRITERS' CLUB (YEARS 7–12)

Aspiring writers have fun while developing their skills through writing games, writing collaborative magnet poetry, learning how to edit stories, and much more. Any student of any writing level is welcome to join.

