



Year 10

Navigator 2022

FINDING YOUR NORTH STAR



KOROWA
ANGLICAN GIRLS' SCHOOL

WELCOME

Welcome

BECOMING LIFE READY

YEAR 10 – MISSION STATEMENT

In Year 10, we work and strive to prepare every student for commencement of their VCE years, as well as exploring pathways for beyond School. Underpinning academic programs, are immersive experiences, ongoing skill development that build the physical, social, and emotional wellbeing of students, as they transition into their final VCE years.

Year 10 is a formative milestone in a student's learning journey. With growing independence, each student is discovering and understanding more about their own character, interests, strengths, and possible career choices. Through the provision of numerous immersive opportunities (both near and far) programs, and co-curricular opportunities, all students can strive towards achieving their personal best.

Guiding students through this important transition are a dedicated team of staff. This includes the Head of Senior School, Head of Year 10, Careers Counsellor, CREW teachers, and Director of Learning and Teaching.

We welcome all students to this exciting time in their education, as they seek to acquire worthwhile qualifications and skills to equip them for their final years of schooling and their lives beyond School.

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.

Ms Karlie Stocker
Head of Senior School

TRANSITION TO YEAR 10 AND VCE

A diverse and challenging range of core and elective subjects allows students to be well prepared to engage in future VCE (Victorian Certificate of Education) courses. Every student's pursuit of success as they navigate the challenges of Year 10 rests upon positive holistic wellbeing. Every student works to develop and apply the vital skills, attributes and resources to experience positive academic, social, emotional, spiritual and physical wellbeing.

Year 10 students are encouraged to consider ways in which they might take more control of, and responsibility for, all elements of their lives, including accessing Careers Education specialists to assist in planning for future pathways. Year 10 offers the opportunity to also develop the self-discipline and self-management needed to meet the increased expectations related to homework and study associated with the VCE Program.

WE ARE CREW

DEVELOPING GOOD PEOPLE

The essential purpose of Crew is to develop good people.

Crew offers the opportunity for students and staff to build relationships that are pivotal to the success of a student at Korowa. Crew groups and their leaders, connect in class several times a cycle through a myriad of discussions and debates around relevant topics. Crew opens discussion for students through provocations in order to explore, as a group or individually, who we are and how we can be our best selves. These provocations range from inclusion, character traits, problem solving, using your strengths, setting goals, academic and leadership skills and characteristics, and connecting with others in a social and community context.

As part of Crew, students are encouraged to act through service initiatives which allows them to determine how they can both positively influence others while contributing to society. This is done through coaching conversations, practical workshops and collaborative tasks. Crew leaders also work with the students to develop the traits of being courageous, respectful, honest, generous, and above all kind in all that they do.

Crew utilises a range of frameworks including the Predictive 6 Factor Resilience Scale (PR6) wellbeing framework, the Korowa Mental Health Strategy, Character Education, Korowa Learner Attributes and the Korowa Leadership Framework. Crew leaders are supported to: know, connect and advocate, as required, for the students in their care.

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–Year 12 House system is very much part of the Korowa life and all students in the Senior Years 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.

Year 10 at Korowa provides our students with a mix of formal and informal opportunities to develop, enhance and demonstrate their leadership capacity. These opportunities include serving both the School and wider community through formal and informal participation in Committees such as Social Service, Environment, Student Representative Council, Peer Support, the Palm Leaf (Korowa Magazine) Committee and the Cambodian Service Learning experience. All students are encouraged to consider carefully serving our School in this way.

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 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 students to create, design, collaborate and problem solve.

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

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 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.

Senior School

We're all part of the team

87 STUDENTS IN YEAR 10 2021

Total number of courses that students can select from: **20+ Subjects**

Total number of students enrolled in a VCE course: **57 Students**

Postcodes: **Senior School Students travel from 58 suburbs**

4 HOUSES

AKEHURST

CLARKE

JAMIESON

WILKINSON

33

**NETBALL STUDENTS
(YEARS 10–12)**

30+

**CLUBS AND
ACTIVITIES**

13

**DIFFERENT MUSICAL
GROUPS/CHOIRS**

30

**DEBATERS
(YEARS 10–12)**

14

GSV SPORTS

51

**ROWERS ACROSS
SENIOR SCHOOL**

Getting Involved

47 students taking part in Trek in Year 10

30 students participated in the Senior School Production in 2021

64 students participated in the da Vinci Decathlon (Years 7–10)

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, netball courts, dance studio, PMP studio, pilates space, drama room and cafeteria. It is scheduled to open in early 2022.

Wellbeing Ecosystem

At Korowa we believe in the power of kindness, and the capacity of our students to develop into young people of good character who understand and act upon the need to be brave, honest, respectful and generous to others.

The Year 10 Program which spans the pillars of academic, social/emotional and physical wellbeing, offers a range of experiences through which students can further explore who they are; where they fit in the broader world; how they can influence and improve the lives of others; and most importantly, what kind of young people they wish to become as they journey through their final phase of secondary schooling.

Students are encouraged to take responsibility for their own wellbeing development and growth, by utilising the wellbeing tracking measures available to them, and putting in place positive and proactive practices. Similarly, staff work alongside the students to provide support, encouragement and strategies, throughout the course of the Year 10 journey.

PERSONAL DEVELOPMENT

As part of the wellbeing curriculum, this program is delivered through a variety of workshops, lectures and interactive sessions that are designed to develop student understanding of the importance of holistic wellbeing and how it contributes to success in life.

FAITH STUDIES

This is delivered through the Chapel Program, which includes important student and community services. This program is overseen by our School Chaplain, and provides opportunities for students to engage with key ideas and issues in an Anglican context.

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.

Signature programs are unique to Korowa and equip our young students with the skills and experiences of real life learning and application that extend them both within and beyond the classroom. Korowa endeavours to create connections within the community and industry to provide authentic experiences for our students.

Signature Programs

KINGLAKE EXPERIENCE

The purpose of the Kinglake Experience is to encourage Year 10 students to learn new skills and master old ones, to make decisions, to take responsibility, to practise positive relationships during teamwork, and to have fun. This ensures that every Year 10 student leaves with a greater sense of self confidence and leadership skills to apply as they prepare for their senior years. As part of this program in 2021, all Year 10 students travelled to Kinglake to engage in a range of outdoor challenges and cultural experiences.

FUTURE READY

Agility, flexibility, adaptability and an in-depth understanding of self are key to becoming future ready. Morrisby testing and one on one interviews enhance student awareness of their aptitudes and environments best suited to their learning and career pathways. An understanding of the important role that micro-credentials will play in their lifetime is experienced by students who undertake a suite of micro-credentials tailored towards employability skills.

PEER SUPPORT

Year 10 students with a strong interest in developing and applying leadership skills may choose to participate in the Peer Support Program, working during the school day with Year 7 students with whom they foster connections. Students are well prepared by participating in a formal training program created and supported by the Australian Government's Department of Health.

LANGUAGE IMMERSION

This four-week Language Immersion Program to France, Germany, Japan and China provides students with a deeper understanding of the differences in day-to-day routines and encourages them to become more open-minded, resilient and confident global citizens. They also develop strong international connections and friendships that can often last a lifetime.

CAMBODIA SERVICE LEARNING AND LEADERSHIP JOURNEY

This two-week journey, is a once in a life time experience that begins six months before students depart for their main destination, Phnom Penh, the capital of Cambodia. This experience allows students to develop an appreciation of the communication and influence skills required to put together a successful fundraising campaign to support our partner school, the Cambodian Children's Fund (CCF). Similarly, students develop their cross-cultural understanding and collaborative skills, when working alongside the CCF students to achieve a shared goal.

KOROWA ENTERPRISE

This program is about Enterprise for good! All Year 10 students will undertake this program in which they think deeply about what it means to use their social capital, communication and influence skills to positively impact the lives of others through service that is meaningful. Students will potentially acquire credentials related to service, influence communication and project management. More details on p15.

KWONG LEE DOW YOUNG SCHOLARS

Each year high achieving students apply for the University of Melbourne's Kwong Lee Dow Young Scholars' program. Successful candidates attain an early taste of university life as they participate in an array of academic events and activities.

FUTURE READY PROGRAM

At the end of Year 10, students participate in the week-long Life Skills Program delivered within a tertiary education setting. Designed to deliver a hands-on, practical experience, this program provides relevant and real-world skills including resume writing, interview skills, safety in the workplace and first aid. These are skills that students will find valuable throughout their VCE years and beyond.

QUEST

This co-curricular program located in the STEAM Lab 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.

Representing the anchor of the northern sky the North Star provides direction and guidance to those who seek a purposeful destination.

FINDING YOUR NORTH STAR

Helping our students achieve their future aspirations in whatever field they choose is central to their learning. An array of academic programs which reflect high quality teaching and learning are accompanied by a range of co-curricular opportunities. Not only do we support students in their academic development but we also see our role as one that supports and guides students as they become good people. Students develop their own leadership and values, explore their passions through co-curricular activities, learn how they can provide service to their community and develop good strategies for maintaining their wellbeing. All of these aspects will serve them well for a lifetime not only professionally but also in their personal lives throughout school and beyond.

Year 10 marks a significant point in students' learning journeys, where they are starting to make more committed decisions to determine their future pathways for learning and potential careers. In the lead up to subject selection, students are supported through careful counselling and discussions with our Careers Counsellor, subject teachers and leadership staff to ensure they are well equipped with information to make decisions about future learning pathways. Some students may decide to pursue a wholly Year 10 suite of subjects while other students who have demonstrated the necessary level of skill and maturity may consider the opportunity to accelerate by engaging in a Unit 1 & 2 subject. The VCE Guide provides further information about available subjects while our Results flyer provides not only details of our Class of 2020 results but also interesting facts about where they went on to study and what course they are now completing.

Gateway to
the VCE

CLASS OF 2020

47% students attained the VCE Baccalaureate, an appellation to the VCE which acknowledges their completion of higher-level Mathematics and a Language other than English.

Express Yourself!

LANGUAGES

ENGLISH

DRAMA

DANCE

MEDIA

VISUAL ARTS

KOROWA ENTERPRISE

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.

The range of subjects and signature programs allows students to develop communication skills and build confidence to be a leader.

LANGUAGES

What does it mean when I learn another language?

With four languages, **Chinese, Japanese, German and French** to choose from, students are well placed to engage in a highly globalised world.

Learning a new language will contribute to students' development of global competence in understanding and appreciating the worldview of others. They develop an insight into other perspectives and understand the diverse, rich and dynamic nature of the contemporary world.

Students learn to communicate in their chosen language(s) for a variety of purposes in different social and cultural contexts. They learn to understand the relationship between language and culture and how it differs from their own, thus developing an intercultural capability. Students are then able to interact effectively with people from different countries in mutually respectful relationships.

In learning a language, students 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.

VCE Chinese First Language.

VCE Chinese Second Language.

Course information can be found in the VCE Curriculum Guide 2022.

ENGLISH

It is through discussion of current issues and concerns, immersing themselves in the world of literature, exploring ideas, views and values of writers, students gain an understanding of themselves as individuals and as members of the global community. It is equally important that students become creators of texts, sharing their voice through the power of the word.

English is studied by all students as either English or English as an Additional Language (EAL).

English students consolidate their use of language and literature while extending their understanding of ideas, views, values and issues addressed in complex texts. A focus on a stronger understanding of the difference between evaluation and analysis is a highlight, along with a developing use of the methods for critical comparisons between texts.

EAL: The focus is on developing literacy skills so that students can make discerning language and structural choices to suit the conventions of different forms of writing, all in the context of social and cultural issues presented in Australian written and film texts.

DRAMA

Effective communication is the most sought after attribute, that not only successful people share, but is an essential skill in the modern workplace. From effectively pitching an idea to influence an audience to working cooperatively, Drama provides the stage upon which communication, collaboration, expressive skills and creativity are developed as students become innovators and problem solvers. Highly practical in nature this subject is a must for anyone wanting to build social connections, increase confidence and explore creativity.

Bringing Theatre to Life: Using an agreed upon scripted play or musical, students choose the production area they want to specialise their skill development in; from directing, set design, make-up, props, costume, lighting, sound, acting and projection, all whilst further developing their collaboration and teamwork skills.

Creating, Performing and Making Drama: Creative control is at the heart of this elective where the theatrical conventions of confidence, communication, creativity and problem solving skills are manipulated to play an integral role in informing the making of performance tasks. Voice, movement and gesture are key.

DANCE

Research has proven that Dance can reduce stress and tension from the mind and body. Dance is also great fun and increases muscular development, strength, endurance and motor fitness. Creativity and expression are highly encouraged and embraced, developing students' identity and understanding of self. Being highly practical and collaborative, Dance is a great option for someone who likes collaborating on projects and in groups.

Just Dance - From Leg Warmers to Jazz Hands: Students will create choreography of small group and solo pieces exploring different contemporary styles and contexts. Viewing of professional Dance performances and critiquing their peers' creations will also develop students' understanding of the elements of dance composition and technique. Students will work with industry experts to gain insight into the professional dance world/industry

*Communication.
Collaboration. Creativity*

MEDIA

In a world where we are constantly immersed in media communication the understanding of how Media is constructed, distributed and interpreted becomes an integral part of educating young minds for success in the 21st century. Comprehension of the complex ways Media forms can manipulate and influence our lives is an essential.

Students in Media Studies will develop skills that will make them creative communicators, adept at recognising representation and using existing and emerging communication technology to create meaningful Media artworks.

A well-equipped and resourced Media Studio affords students the opportunity to develop media products to innovatively express, inform and influence audiences through the medium of TV, film, advertising, print, social media, radio, podcasting, the internet and mobile media.

VISUAL ARTS

'A picture is worth a thousand words'; 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, such as drawing, painting, printmaking, ceramics, computer-based art, photography, textiles and design through a rich Visual Arts elective program.

The Visual Arts teach students to analyse and evaluate art forms and design from different cultures, times and places. By learning to make connections between visual conventions, practices and viewpoints they develop ways to express visually their own ideas and respond to others. The Visual Arts develops lateral thinking, creativity, spatial awareness and problem-solving skills, essential attributes for navigating our contemporary landscape.

Ceramics: Focusing on the contemporary and traditional tactile medium of clay, students learn how to design and construct sophisticated forms such as teapots and large vessels as well as developing their spatial awareness through the creation of figurative or abstract sculpture.

Art: 2D art forms such as drawing, printmaking, painting and photography form the basis of a range of studio projects which extend artistic skills, all while having the opportunity to infuse and discuss different cultures, socioeconomic levels and current events through the visual analysis of both historical and contemporary artworks.

World of Design: Adobe Creative Suite design applications, along with manual drawing techniques, will allow students to solve a range of design problems in the areas of communication design, environmental design and industrial design.

VCE Art Unit 1 with Studio Arts Unit 2. Course information can be found in the VCE Curriculum Guide 2022.

*A picture is worth
a thousand words.*

MUSIC

Providing a unique way to communicate, a music education fosters creativity, improved confidence and self-expression while enhancing health and wellbeing. Neural pathways are developed and enhance brain function. Music promotes teamwork and collaboration, within a culture of tolerance and acceptance. Music has always been a vehicle for expressing ideas about injustice, in a non-violent manner, mostly, but not exclusively, through song.

VCE Music Performance Units 1 and 2. Course information can be found in the VCE Curriculum Guide 2022.

KOROWA ENTERPRISE

Anne Frank's reflection, "No one has ever become poor by giving" underpins the philosophy of this program which focuses upon Social Capital and Service. Year 10 students will engage in this signature program which allows students to consider and pursue a meaningful service project with a social impact and clear purpose which will contribute to the acquisition of credentials. Examples of service may include the Cambodia Service Expedition, Duke of Edinburgh, Diversity Project or a personal student led project of choice eg. 2021's Korowa's inaugural EAL interschool Speech Competition. Students will acquire skills related to influence communication, team work, ethical understanding, project management and service.

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 traditionally study and careers in STEAM have 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.

ACROSS ALL SECTORS,
WOMEN REPRESENT ONLY

27%

OF THE STEM WORKFORCE



ONLY ONE IN FOUR IT GRADUATES ARE WOMEN.

GENDER DISTRIBUTION ALSO DIFFERS GREATLY BASED ON INDUSTRY.

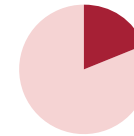
12% OF
THE STEM
WORKFORCE IN
CONSTRUCTION



17% IN
MINING



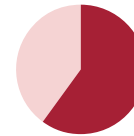
19% IN
UTILITIES
AND ICT



21% OF
PROFESSIONAL,
SCIENTIFIC AND
TECHNICAL
SERVICES



WOMEN
ARE BETTER
REPRESENTED
IN HEALTH
CARE AT 60%



EDUCATION
AND TRAINING
AT 41%.



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>

Achievements in STEAM

Goethe Institute Enterprise Awards –

our Year 10 German language students in 2019 engaged with German company SAP to develop an array of innovative inventions revolving around the concept of sustainability. The Korowa group of students that developed a refrigerator app won the international competition.

RECOGNITION AND ACHIEVEMENTS IN STEAM AT KOROWA

In 2018, ten Year 9 and 10 students travelled to the **7th Shanghai International Youth Science & Technology Expo and 'Science & Technology Stars of Tomorrow'** to present original designs for a mobile app to support dyslexic adolescent students and a portable classroom for disadvantaged communities. The two teams of Korowa students attained first and third place awards for their respective projects. The teams of students from the Shanghai conference returned to Australia to run workshops for teachers and students from across Victoria at the 2018 It Takes A Spark! Conference, leading workshop participants through the design process to enhance their projects.

In 2019, a Korowa student was invited by the **Australian Mathematics Olympiad Committee** to attend Summer School, and subsequently invited to sit the Australian Intermediate Olympiad Paper. This is an honour given to very few in the country.

In 2019, a team of three Year 10 students reached the **finals in the Monash University WISE (Women in STEM and Entrepreneurship)** program with their design prototype.

In 2020, a Year 10 group of students completed a group project for the **Microsoft AI (Artificial Intelligence) For Good Challenge**. Their idea was to create an 'InfoRobo' artificial intelligence solution to deliver unbiased information about political issues and candidates to disadvantaged members of the community. They were selected as a finalist and were placed 4th overall in the Year 10-12 section of the competition.

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. This may take different forms for individual students, but it is fundamental that every student has the opportunity to be extended in their own way. Mathematics assessments are designed to prepare and enable success for every student.

Carefully guided by assessment data and recommendations by staff, the Head of Department will determine the appropriate class for each student. The three Maths class options are: **10 Mathematics**; **10A Mathematics** or **VCE Mathematical Methods Units 1 and 2**. 10A Mathematics is the prerequisite for VCE Maths Methods, while 10 Mathematics fulfills the skills required to progress to VCE General (Further) Mathematics.

At present one third of our students choose to pursue Specialist Mathematics (highest level) in VCE, which is around three times the average in single sex schools, and six times the average in co-ed schools.

VISUAL ARTS

The essence of Visual Arts is creativity, a vital ingredient for STEAM education. Our Visual Arts program stretches the minds of our students through their exposure to the creative thinkers in our contemporary world. This builds their awareness of the breadth of responses to a singular concept and encourages lateral thinking and problem solving in their own artistic practice as they gain skills in a variety of media. The ability to visualise space underpins the three-dimensional arts such as ceramics, as students move from conceptual design to actualisation of their construction. While the use of a broad range of computer-based programs taught as part of design subjects provide our students with a rich digital tool box to apply across the STEAM program. The study of the Visual Arts equips our students with the skills and thinking practices to be the innovators of the future.

Electives include **Ceramics**, **Art**, **World of Design**. Refer to page 15 for further details. **VCE Art Unit 1 with Studio Arts Unit 2**. Course information can be found in the VCE Curriculum Guide 2022.

TECHNOLOGY PROGRAMS

Students can elect to take part in **Digital Design: Gamified Science**. Students bring the principles of Science and technological design together in this new course. Students develop their skills in programming using C# to design and develop a prototype of a game or simulation which creatively engages the audience in the communication of an abstract scientific concept or principle that they research to extend their understanding of beyond what is introduced in core science. Students will have the opportunity to progress along the Computational Thinking micro-credential based on the programs they design and develop.

SCIENCE

Underpinning each of the elements of STEAM, Science at Korowa provides students with the conceptual frameworks which they can apply to inspire the designed solutions they create to address global issues. Through their exploration of Biology, Chemistry and Physics, students develop their capacity to analyse, critique, refine and incorporate engineered aspects such as biomimicry, mechatronics, materials and structures, and chemical pathways and yield optimisation.

Students represent their abstract understanding analytically and diagrammatically, while group challenges facilitate collaboration in order to ideate, develop, test, refine and evaluate designs through structured cycles of evidence-based feedback. Designs are augmented applying the technology such as Lego robotics and CAD modelling, while creatively representing their products. Mathematical modelling assists in justifying predicted impacts.

Opportunities exist beyond the classroom where students who have an interest in experimental investigation or invention are encouraged to participate in the CSIRO CREST Awards Program. By addressing a real-world problem they identify, students are mentored towards conducting their own original research or product development which has a measurable impact on societal progression.

VCE Biology Units 1 and 2. Information can be found in the VCE Curriculum Guide 2022.

VCE Psychology Units 1 and 2. Information can be found in the VCE Curriculum Guide 2022.

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, Politics and Commerce** 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. These challenges include our need to balance economic interests with climate crisis, unpack truth from fake news, maintain transparency in our major corporations and democratic processes, maintain ethical decision-making within our consumerism and scientific endeavour, and remain vigilant in the face of injustice, racism and intolerance. An examination of these subjects encourages individual reflection, intercultural awareness, empathy and an appreciation for the beauty and power of knowledge. All courses within this domain are living, breathing subjects which are adapted to meet contemporary needs. In studying these subjects students develop transferable skills which are highly sought and prized including the ability to write, argue and research.

The Holocaust: Humanity's Failure:

This thought-provoking course provides a platform for students to come to terms with this complex historical phenomenon where six million Jewish people were robbed of their lives while ordinary citizens either watched silently or willingly collaborated. This course will challenge, it will confront but it will offer hope and demand eternal vigilance.

VCE Australian and Global Politics Units 1 and 2. Course information can be found in the VCE Curriculum Guide 2022.

Industry Shapers

Entrepreneurship is an inherently human and creative act that builds something of value or meaning from spartan beginnings. It requires hard work and dedication, idea and solution generation, a willingness to take risks and the ability to relentlessly pursue a vision with passion and integrity. Industry shapers have the ability to change the way we live and work. They shape social and economic well-being and can even change the fate of nations. Courses in this domain provide critical skills and tools to prepare students to own their own business, help existing organisations and social enterprises to locate and fill market gaps, develop leadership skills, or move into public policy.

Thinking Critically with Commerce: Commerce is comprised of activities involved in the exchange of goods and services, locally and internationally. It is this exchange that determines the fate, economic and social wellbeing of nations. Students will examine the cultural, economic, political, legal, accounting and environmental forces that interplay here within Commerce.

VCE Business Management Units 1 and 2. Course information can be found in the VCE Curriculum Guide 2022.

A Lifetime of Wellness

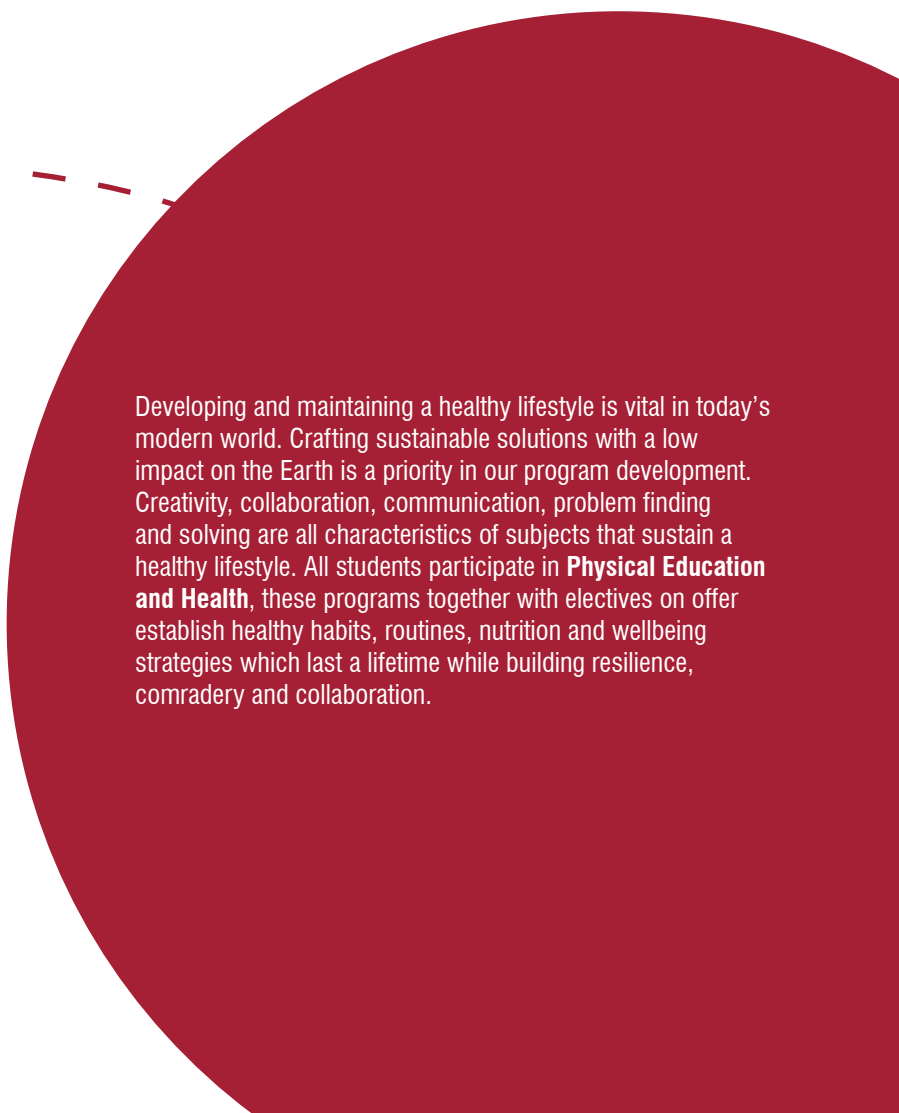


Body in Action: How do the different systems of the human body work during physical activity? Muscular, circulatory, respiratory and energy systems will be the focus of this course.

Food by Design: Food systems in contemporary Australia – how food comes to one's plate; the role of family in shaping food knowledge and environmental/ethical issues will be the focus of students' learning as they simultaneously develop their food skills in the kitchen.

Performance and Lifestyles: Knowledge of fitness components and the principles of training, including basic biomechanical principles, will be explored to understand the link with how these factors influence physical performance.

VCE Food Studies Units 1 and 2. Course information can be found in the VCE Curriculum Guide 2022.



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. All students participate in **Physical Education and Health**, these programs together with electives on offer establish healthy habits, routines, nutrition and wellbeing strategies which last a lifetime while building resilience, comradery and collaboration.

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 10 is an important milestone – students are beginning to set the direction of the next stage of their learning journey as they head to VCE. With more than 30 courses to choose from, our Year 10 students have an opportunity to explore passions to assist their decision making. An innovative and challenging Year 10 curriculum develops a swathe of skills such as communication, collaboration, critical thinking, problem solving, service and character that will assist our students to thrive and embrace the challenges and benefits of a globalised world.

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

CORE SUBJECT LIST:

YEAR 10 CORE SUBJECTS (ALL STUDENTS COMPLETE)

English

Mathematics: Students are allocated to a Mathematics level based on performance in Year 9 Mathematics

Science

Physical Education

CREW

ELECTIVES:

Students are able to select to study six electives each year, three in semester one and three in semester two. A Language or VCE elective counts for 2 electives as they must be studied for the whole year.

LANGUAGES (Counted as two electives) These are studied for the whole year. Languages provide our students with skills to live in an increasingly globalised world. We encourage students to continue with a minimum of one language.

VCE Chinese 1st Language

VCE Chinese 2nd Language

Chinese

French

German

Japanese

VCE SUBJECTS (Counted as two electives, and only one subject may be chosen at Year 10)

VCE Australian and Global Politics Unit 1 & 2

VCE Biology Unit 1 & 2

VCE Business Management Unit 1 & 2

VCE Food Studies Unit 1 & 2

VCE Music Performance Unit 1 & 2

VCE Art Unit 1 / Studio Art Unit 2

VCE Psychology Unit 1 & 2

OTHER ELECTIVES

Art

Body in Action (Physical Education)

Bringing Theatre to Life (Drama)

Ceramics (Visual Arts)

Creating, Making and Performing Theatre (Drama)

Just Dance - From Leg Warmers to Jazz Hands (Dance)

Digital Design: Gamified Science (Science and Technology)

Food by Design (Food Studies)

The Holocaust – Humanity’s Failure (History)

Media

Performance and Lifestyles (Physical Education)

Thinking Critically with Commerce

World of Design (Visual Communication and Design)

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

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.

DANCE AND DRAMA

With a wide variety of performance opportunities on offer, students can participate in performing arts productions, plays, dance showcases and concerts. A School Production is held every year, alternating between Senior and Cripps year levels.

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.

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.

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, it's a great way to make new friends, have fun and stay fit.

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!

LANGUAGE IMMERSION PROGRAMS

Partnerships with an array of schools in France, China, Japan and Germany allow students to practise their language skills in real life situations and to immerse themselves in a different culture living with host families for up to four weeks.



CLUBS

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.

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.

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.

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.

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.

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.