



Cripps

Navigator

2023

**YEARS 7 AND 8
WE ARE A COMMUNITY**



KOROWA
ANGLICAN GIRLS' SCHOOL

Welcome

CRIPPS MISSION

The Cripps mission is to develop and foster an inclusive and respectful community for all Year 7 and 8 students. In these formative years, we strive to cultivate the personal growth and confidence of our students, as well as their creative and critical capacity to enact positive change. For students, the Cripps Community is a wonderful two years of self-discovery, pursuing passions and connection.

As we welcome your child into our Cripps Community, we aspire to provide students with every opportunity to be heard, to be supported and to achieve their best. As part of a community, they will be able to explore their interests and opinions; share their voice; develop a sense of character and greater awareness of how they can make a difference; and, build upon their strengths to improve their academic performance. Our talented Cripps teams will help your child establish a strong foundation of organisational and study skills to assist them in their learning.

If we were to summarise in one word what Cripps embodies, it would be Community. Building connection with others and the skills acquired within and beyond the classroom will support students to make meaning of themselves and others and find their unique voice in the world. In this pursuit, we will help students in their pursuits to be brave, to try new things in order to establish interests and to seek their own path within a warm and supportive environment. Cripps is a place where your child will be able to learn from their mistakes and develop greater independence.

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.

Elmarie Agenbag
Head of Year 8

Ms 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

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.

TRANSITION

TRANSITIONING INTO YEAR 7: STEP UP TO 7

Students who are already members of Korowa (from the primary years), will begin their transition journey to becoming a Cripps student in the latter part of Year 6.

Meanwhile, over a number of engaging transition and orientation day programs, we acclimate new students to the Korowa family. They will get to know each other, their teachers, members of the leadership team and their Head of Year. They will trial 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.

Together, existing Year 6 students and new Year 7 students establish new relationships and begin to form one community over these transition days.

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. To further develop these skills, Year 8 students learn how to maintain a growth mindset, by trialing as many opportunities (both academic and co-curricular) as Korowa offers, and reflecting on their individual progress and achievement.

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.

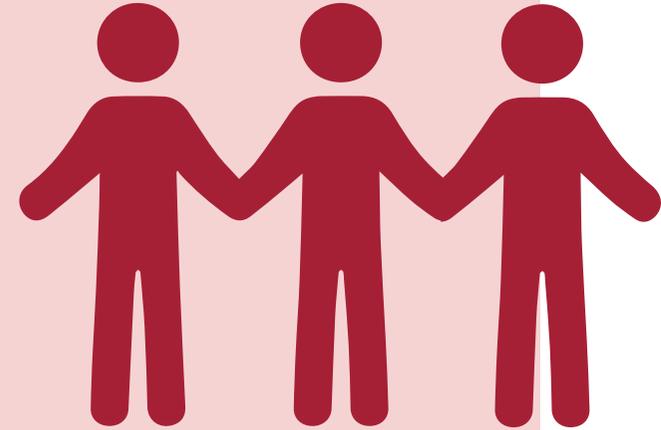
“Cripps Community to me is a ginormous family that will always be there for you no matter what. A place to be yourself and work collectively to problem solve or challenge. I learnt about kindness, leadership and so much more. Cripps is an opportunity to make new connections, along with friends and to 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

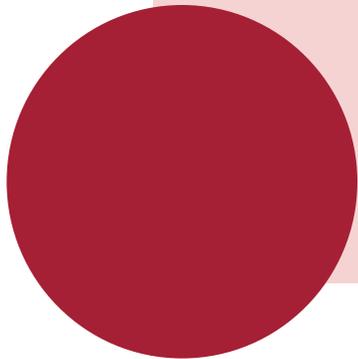
BUILDING CHARACTER

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–Year 12 House system is very much part of the Korowa life and all students in the Senior School are expected to actively participate in House activities and events. Current students and Korovians alike fondly recall memorable House chants during events where students forge strong relationships with fellow members while cheering them on. The House System 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 people 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.

STATEMENT OF COMMITMENT

Korowa Anglican Girls' School, underpinned by Anglican values, is a community that recognises the importance of and celebrates in the rich diversity of our community.

Our School values of Courage, Respect, Integrity and Service allow for an environment in which the inclusion, safety and dignity of each member of the community is protected.

Our commitment to creating an inclusive and safe environment is the responsibility of all members of the Korowa community. We commit to ongoing whole-school education to ensure that we continue to demonstrate a mutual respect and acceptance of all individuals regardless of race, culture, gender, identity or sexual preference.

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

COVID 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.

CRIPPS 2022

Part of a Community

162 STUDENTS IN CRIPPS IN 2022

Senior School Students travel from:

41 suburbs

Try New Things

Students participate in a series of Trips and Tours



INDEPENDENCE



COMMUNITY



LEADERSHIP



ADVENTURE



NATURE



CONFIDENCE

MUSIC AT KOROWA

39 STUDENTS play in a Band or Orchestra

18 STUDENTS are members of a Choir

85 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 2022 da Vinci Decathlon

69 NETBALLERS

138 STUDENTS participated in the 2022 Year 7-9 Musical Production

37 STUDENTS participated in Learn to Row

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.

Korowa's Sports and Wellbeing Centre has something for every student. This complex provides students with state-of-the-art facilities including a swimming pool, dance studios, netball courts, PMP studio, pilates space, drama room and cafe and piazza.

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 consists of Cripps teaching staff, Community teachers, Heads of Year, 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 class teachers 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. Future focussed skills, respectful relationships, social and emotional learning as well as Civics and Citizenship are all part of the Community curriculum. 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 students, 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 Strategy, 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 to 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 is 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.”

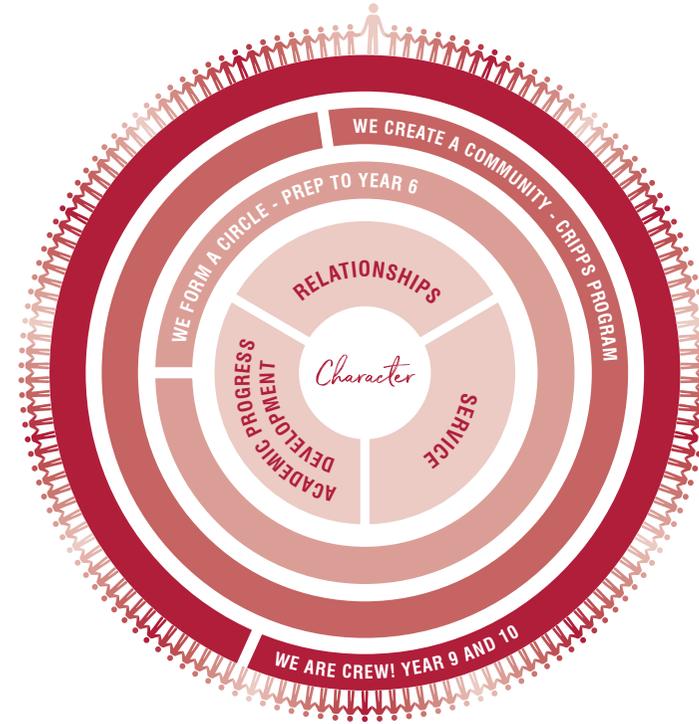
Cripps Community Teacher

“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 and strengthen those foundations of friendships and supportive relationships with teachers.

YEAR 7

Aside from being fun and engaging, our trips and tours are designed to foster resilience and confidence, and put in stepping stones to gently help students become more independent by the time they reach the senior years. Trips and tours are also explicitly linked to the curriculum so that students can have a 'lived experience' of what they learn to consolidate and deepen their understanding of enduring ideas or concepts.

BECOME.ME PROGRAM

All Year 7-9 students participate in the BECOME.ME Career Education Program, conducted during Terms 1 or 2 by Crew Leaders during Crew/Community. The Program teaches young people the skills to explore, design and navigate their future through awareness, aspiration and agency. They have a chance to explore the world of work without any pressure or judgement which is a very important element of making informed decisions in senior schooling years. This program is a point of difference for Korowa, as very few schools run career education programs prior to Year 10.

In Years 7 and 8, the focus is on trying to answer the following questions respectively. "How can I design my ideal career?" And, "How can I design my ideal career knowing what I know about myself now?" Students deliver a project that allows them to test out their ideas for their future, building critical skills along the way. They explore themselves and the world of work, and get creative about designing life and career possibilities that excite them. Student choice is built in throughout the program. At the end, students' experiments, Putting It Out There – Design brief and business card design (Year 7) and My Life Pizza – ideas motivating and inspiring to me (Year 8), are presented to their peers, where they are the experts driving their future.

CRIPPS LEADERSHIP PROGRAM

Learning to lead

When a student pursues a role as a Cripps leader, elected by her peers to represent the class, they 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

EMPOWERMENT DAYS

Empowerment 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.

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, Mathematics and STEAM.

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 rigorous and highly engaging, creative and collaborative with students working, both individually, and together to problem solve, design, 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.

During the expedition, students are given time and intellectual freedom to wrestle with and master complex ideas or 'wicked' problems. Big questions and case studies which introduce students to multiple perspectives, underpin KXP units. Students engage in and with sophisticated readings, writing, discussions and thinking in order to build character, competence and mastery of enduring skills.

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

Express Yourself!

ENGLISH

LANGUAGES

DRAMA

VISUAL ARTS

MUSIC

DANCE

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

A different language is a different vision of life. (Federico Fellini)

Why does learning languages open doors to other people and other cultures?

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

Throughout Years 7 & 8 you have the opportunity to build a strong foundation in these two languages. You gain confidence as communicators in another language and begin to develop an understanding for the language learning process, through the five essential linguistic skills of reading, speaking, listening, writing and viewing. Studying cultural differences enhance your intercultural understanding which is an important part of being a connected, globalized citizen. Interacting in another language opens your world literally and figuratively.

ENGLISH

Who am I and what is my place in this world? Moreover, how do I communicate this to a specific audience.

The study of English is about storytelling: reading, writing, listening and speaking. By immersing yourself in the world of literature, and by discussing current issues, you will establish a stronger understanding of yourself, your community and your world. Equally as important, you will become creators of texts, sharing your voice through the power of the word.

In Year 7, you will actively engage with language by exploring the construction of different text types, genres and modes. You will also debate issues, and analyse, evaluate and create persuasive texts. In addition, you will read various short stories and write your own narratives. Moreover, by immersing in the world of literature, there will many opportunities to discuss themes, ideas and concerns about the human condition that transcend time and place.

In Year 8, you will experience many learning experiences that build upon the skills and knowledge that was learnt in the previous year, subsequently achieving mastery in interpreting texts, exploring different viewpoints and expressing your ideas in new ways. Furthermore, carefully crafted units will enable you to make authentic connections with the world around you through written and multimodal formats.

MUSIC

Music education fosters creativity, greater communication skills, improved confidence and self-expression while enhancing health and wellbeing. Neural pathways are developed which enhance brain function. Music promotes teamwork and collaboration, within a culture of tolerance and acceptance. Music is also important in and of itself. There is nothing else like it!

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

Year 7 Visual Arts: Colour Your World and Design Boxed Up

How do we as artists and designers use visual conventions to create art or design works? How do artists and designers use visual conventions to communicate their ideas and messages? In 'Colour Your World' you will learn how to mix colour using paint and how to make an object look three dimensional by creating tone. You will apply these skills through the creation of a vibrant painting, that is developed from observational drawing. In 'Design Boxed Up' you become a designer, learning about technical drawing, how to respond to a design brief and produce a design product. Looking at a range of work by artists and designers, you will learn how to discuss how they use techniques, art and design elements and principles to visually communicate their ideas.

Year 8 Visual Arts: Print and Paint, Create and Construct and KXP

How do we as artists visually respond to the world around us? In Visual Arts you will develop your skills further from Year 7, through printmaking, ceramics and photography. In printmaking and ceramics you will explore the natural world, with Australian flora as the focus of your designs for your lino-prints and to decorate the surface of your coil pots in ceramics. As part of your KXP, we will be looking at how artists during World War One visually responded to the turbulent world they were experiencing through their painting. You will then step back into this time, using photography to tell the story of the women who were left behind.

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 innovation 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 people are encouraged, feel supported, confident and capable of moving into these career pathways.

STEAM - Future Builders

ONLY 16%

OF THE QUALIFIED STEAM
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%

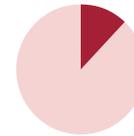
OF THE STEAM
WORKFORCE



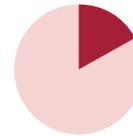
ONLY ONE IN FOUR IT GRADUATES ARE WOMEN.

GENDER DISTRIBUTION ALSO DIFFERS GREATLY BASED ON INDUSTRY.

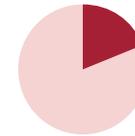
12% OF THE STEAM
WORKFORCE IN
CONSTRUCTION



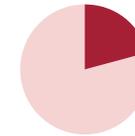
17% IN
MINING



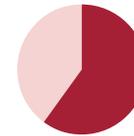
19% IN
UTILITIES
AND ICT



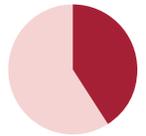
21% OF
PROFESSIONAL,
SCIENTIFIC AND
TECHNICAL
SERVICES



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 STEAM-
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

Does Mathematics empower us to make sense of the world around us?

Mathematics subjects support, challenge and enable you to explore your 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 you 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.

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 development of problem-solving skills. You continue to learn in mixed ability groups. Assessments cover basic understanding of facts and skills, and this extends into higher-order thinking with analysis style questions requiring a compilation of those and previously acquired skills.

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 subject 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

Is water a human right or a commodity? 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 unit, 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 natural and human processes that have formed 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

Why do people move? 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 will 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 implications this has for the future. In this inquiry subject, students will 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.

HISTORY

Year 7 History: Great History Mysteries and First Nations Australia

How can we be sure of the past if we weren't there to witness it? Why is the preservation of First Nations History important for all humankind? Great History Mysteries is a conceptual unit where you will discover what historians do and how, by examining evidence, they construct an understanding of the past. This is an immersive unit where you, as historical detective, will try to solve a series of enduring history mysteries, and be struck by some important revelations about Humanity and our world along the way! In Term 2, you will dive into Australia's complex and fascinating ancient past, engaging in collaborative investigation for a 'Night at the Museum Showcase'. More importantly, you will learn why true reconciliation with Australia's First Peoples is important and not yet finished.

Year 8 History: Great Historical Turning Points

Why does World War One represent such a significant turning point in shaping Australia's national identity? What role did Australia's First Peoples play in World War One? What role have women played in shaping and developing Australia's national identity? 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, including in relation to Australia's First Peoples. 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 other Departments in a creative and collaborative endeavour, the unit culminates in a gallery expedition which seeks to meaningfully and engagingly address the key question raised above.

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.

PHYSICAL EDUCATION

Why is physical movement and an understanding of our health so important in everyday life?

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. A major focus within Year 7 and 8 Physical Education is developing leadership and communication skills to enhance teamwork and gameplay.

FOOD STUDIES

Year 7 Food Studies: How can I work efficiently, collaboratively and safely in the kitchen?

Year 7 Food Studies is an introductory unit where you explore the essentials of the kitchen. The unit invites you to consider a world beyond cupcakes where you can learn to utilise the full capabilities of the kitchen. You will learn how to use a range of different equipment and experiment using both wet and dry methods of cookery to create nutritious meals. Along with working collaboratively with your fellow classmates and learning to manage time, you will engage in experiences to tantalise the senses.

Year 8 Food Studies: How do I know what I should eat?

Year 8 Food Studies explores the different meals that people eat across the day with a focus on the importance of healthy eating. You will extend your understanding of the importance of eating a balanced diet from the five food groups and will create a range of healthy menu items. In addition to critically reflecting on the vast array of food information available you will design healthy meals and analyse the sensory properties of food. We continue to develop time management, communication and collaboration skills and we work in teams to create meals.

DANCE

Year 7 Dance: Community Dance

How can Dance deepen our connection to each other, the school community and the world we live in? Across Year 7 Dance you will work collaboratively to choreograph an original dance work that raises awareness of a community sector. You will undergo a series of choreographic workshops to understand the choreographic process and will apply selected techniques to your own work. You will use brainstorming and research skills to decide on the community sector; the research will be used as a stimulus to inform your choreography, with the aim of raising awareness and educating an audience on their chosen sector. You will engage in the choreographic process of improvisation, selection, refinement and evaluation. Your Dance teachers and professional dancers from Lion Heart Dance Company will facilitate the process of developing movement ideas through work-in-progress and feedback. You will also get the opportunity to showcase your dance and choreography at various performance events throughout the year.

Year 8 Dance: Flash mob

How can the performing arts industry help to connect and lift wellbeing in a community? Throughout Year 8 Dance you will explore the idea of community dance performance. You will learn the purpose of and the elements required in bringing these live performances to life, through research, discussion, and reviewing your work for consideration of future dance creation. This unit will allow you to develop the ability to collaborate with your peers through the creation of a unique community dance project, as a means for sharing and appreciation of the performing arts. Through this creative process, you will learn to project and time manage, collaborate, choreograph, rehearse, refine and seek feedback for improvement on your performances.

Express Yourself!

DRAMA

Year 7 Drama: Oh the Melodrama & Physical Theatre

Are the conventions of Melodrama and Physical Theatre outdated or do they have a place in theatre today? Throughout Year 7 Drama you will explore the dramatic styles of Melodrama and Physical Theatre and their associated conventions. These immersive units of work will allow you to develop your ability to communicate with clarity and confidence. You will learn to work collaboratively, contribute ideas and listen to others with sensitivity. Get ready to develop your artistic and imaginative potential. You will explore scripts and devise theatre that will open up your perspectives and understanding of society across time periods, through the power of theatre! By the end of Year 7 Drama, not only will you be expressive communicators but resourceful problem solvers.

Year 8 Drama: Get Back to the Land & Scripted Performance

How can Drama act as a vehicle to advocate respect, understanding and reconciliation with First Nations Australians and other cultures through engaging with their art and stories?

Get back to the land is an explorative unit of work that develops your skills to devise theatre from a given stimulus material inspired by First Nations Australians' Artwork, People and Culture. Through process and devised drama, you will explore and develop ideas and issues around sustainability, caring for Country, and centering the voices of Traditional Owners. This unit will encourage you to consider various viewpoints and perspectives pertaining to First Nations Australians. You will learn to combine elements of Drama to develop and express your connections to country and culture, and related issues, ideas, and themes. In Semester 2, all classes will perform a scripted play as a class. Each student will take up a role within the play but also a role in one of the key production areas such as lighting, sound, direction, costumes and sets. This is an exciting unit of work that culminates in a full day play festival where all classes share their class plays.

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

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 7 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.

Students are sent an electronic sign up form at the start of the school year, but may be invited to sign up at any time during the year, or may choose to enrol at any time by visiting the Performing Arts Office or speaking with the Director of Music.

KOROWA BASKETBALL

Students from Years 5-12 can 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 gives students access to state of the art facilities including an indoor basketball court.

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 gives students access to state of the art facilities including a rooftop netball court. This onsite facility allows Korowa to expand the current offering to include strength and conditioning programs, coaching development workshops, specialist coaching sessions and school holiday netball programs.

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 and our recently completed River Campus located on the Yarra River, students have access to state-of-the-art 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

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.

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.

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.