



Year 10

Navigator
2023

FINDING YOUR NORTH STAR



KOROWA
ANGLICAN GIRLS' SCHOOL

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 builds 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 and co-curricular opportunities (both near and far) programs, all students can strive towards achieving their personal best.

Guiding students through this important transition is a dedicated team of staff. This includes the Head of Senior School, Head of Year 10, Student Futures Specialist, Crew teachers, and Head of Learning.

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.

Ms Karlie Stocker
Head of Senior 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.

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 Student Futures Specialist (Careers Education) 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 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 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. The House System 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 participation in committees such as Social Service, Environment, Student Representative Council, Peer Support, the Palm Leaf (Korowa Magazine) Committee. All students are encouraged to carefully consider 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 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

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.

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

86 STUDENTS IN YEAR 10 2022

Total number of subjects that students can select from:

20+ Subjects

Postcodes:

Senior School Students travel from 36 suburbs

4 HOUSES

AKEHURST

JAMIESON

CLARKE

WILKINSON

35

NETBALL STUDENTS
(YEARS 10-12)

30+

CLUBS AND
ACTIVITIES

13

DIFFERENT MUSICAL
GROUPS/CHOIRS

14

GSV SPORTS

51

ROWERS ACROSS
SENIOR SCHOOL



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.

SPORTS AND WELLBEING CENTRE

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

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, spanning 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 utilizing the wellbeing tracking measures made available to them, such as the Student Wellbeing dashboard, 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. The dashboard allows students to self track their healthy routines weekly, and helps to establish positive coping strategies and goals throughout their journey at Korowa.

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 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.

Signature Programs

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.

K-SERVICE

This program is about service for good. Year 10 students involved in this program pursue a service project of interest while using influence communication skills to positively impact the lives of others through meaningful action. Students will potentially acquire more credentials related to service and project management.

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 2022, all Year 10 students travelled to Kinglake to engage in a range of outdoor challenges and cultural experiences.

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.

Future Ready

Adaptability, flexibility and an in-depth understanding of self, are key to becoming future ready. In Year 10, students undertake two full weeks (Term 2 & 4) of learning related solely to exploring their future world of work, required human skills to be successful in the work force and job seeking skills to ensure cut through in the competitive recruitment industry. Students learn about the relationship between school subjects and the skills required for success in the world of work, how to write an effective cover letter and resume, they participate in virtual work experience and mock interviews and examine in depth the transferable skills of teamwork, collaboration, strengths and critical thinking in relation to success in the workplace. Students also gain future ready skills through undertaking hospitality and first aid courses.

Every Year 10 student also completes the Morrisby Profiling Assessment and participates in two 1:1 appointments (Term 1 & 3) with the Student Futures Specialist, enhancing awareness of their aptitudes and environments best suited for their learning and career pathways. An understanding of the need for a mentality of lifelong learning for this generation of students will be further emphasised and experienced by those who undertake a Korowa microcredential(s).

KOROWA CREDENTIALS

Senior School students have the opportunity to acquire micro credentials specific to Korowa as part of an array of programs. These credentials are transferrable beyond the school and can be used for applications for tertiary entry or employment, and relate to influence communication, project management, service and entrepreneurship.

THE UNIVERSITY OF MELBOURNE KWONG LEE DOW YOUNG SCHOLARS PROGRAM & MONASH SCHOLARS PROGRAM

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

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

Gateway
to VCE

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 further learning and potential careers. In the lead up to subject selection, students are supported through careful counselling and discussions with our Student Futures Specialist, 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 resultsflyer provides the results of our Class of 2021 and also interesting facts about where they went on to study and what course they are now completing.

Express Yourself!

LANGUAGES

ENGLISH

DRAMA

DANCE

MEDIA

VISUAL ARTS

K-SERVICE

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 is vital.

Today's technology has enhanced awareness of issues, however 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

A different language is a different vision of life. (Federico Fellini) How does learning languages open doors to other people and other cultures?

With the four languages, Chinese, French, German and Japanese, you continue to engage in a highly globalised world. You develop an insight into other perspectives and understand the diverse, rich and dynamic nature of the contemporary world. You learn to communicate in your chosen language(s) for a variety of purposes in different social and cultural contexts. You develop a deeper understanding of the relationship between language and culture and how it differs from your own. Your intercultural capability and your worldview of others are enhanced. Interacting in another language opens your world literally and figuratively, as it enables effective communication with people from different countries in mutually respectful relationships.

ENGLISH

The course is structured in a way that will provide you with many meaningful opportunities to discuss current issues and concerns; immerse yourself in the world of literature by exploring the ideas, views and values of writers, and ultimately, gain an understanding of yourself as an individual and as a member of the global community. Equally as important, you will become a creator of texts, sharing your voice through the power of the word.

All students will study English as either English or English as an Additional Language (EAL). English students will consolidate their use of language and literature. In addition, there will be a focus on evaluation and analysis skills. Similarly, EAL students will also focus on developing literacy, literature and analytical skills.

Irrespective of the branch of English, both courses will include class discussions and collaborative activities, and provide you with opportunities to develop your critical thinking skills.

DRAMA

Bringing Theatre to Life: Why is it important to share stories and theatre from different times and cultures in the 21st Century?

Always wanted to star in a play? Now is your chance! As part of this elective, you will select and produce a known scripted play for an audience. Exploring the production areas associated with enhancing a performance such as: directing set design, make-up, props, costume, lighting, sound, acting and projection. You will be able to choose an area in which to specialise and working together will produce a play for performance. You will take the lead in selecting the style of the play, creating your own interpretation and bringing it to life before an audience. You will receive mentoring in each production area so you can select the area that most appeals to you. Communication skills and problem solving will be the main focus along with creating an individual interpretation of a script.

Creating, Performing and Making Drama: How can theatre act as an advocate and voice for change on prevalent societal issues?

This elective focuses on developing your confidence, communication, creativity and problem-solving skills. Theatrical conventions will be manipulated by students and will play an integral role in informing the making of performance tasks. Expressive skills, such as voice, movement and gesture will be developed to assist performers with character creation and improved communication. The relationship between the performer and the audience will be explored as students develop performances of their own interpretation aimed at a specific audience. You will also participate in theatre visits to view, appreciate and respond to the work of professional theatrical groups. You will learn to dissect dramatic works by watching your peers perform and give constructive feedback, enabling them to develop their ability to articulate a personal framework for critical study. This is a highly practical, challenging and rewarding program designed to give you creative control. This elective provides a solid foundation for those students considering further study in Drama or Theatre Studies as a VCE option.

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: How can dance support connection and wellbeing?

In this elective you will create choreography for small group and solo pieces. You will explore different contemporary styles and contexts. Viewing of professional dance performance and critiquing your peers' creations will develop your understanding of the elements of dance composition and technique. Students will work with industry experts to gain insight into the professional dance world.

Communication.
Collaboration.
Creativity

MUSIC

One or both electives may be selected. In each elective students determine music work for study and performance (individual or group). Music will change again if students choose to study Unit 1 and 2 in Year 11.

Music Matters – Organisation

A particular area of focus for this semester will be the study of 'Absolute' Music, that is, music which exists for its own sake, and which is not intended to represent something else. All works chosen for performance may be freely determined.

Music Matters – Effect

A particular area of focus for this semester will be the study of 'Program' Music, that is, music which is intended to evoke images or convey the impression of events. At least work chosen for performance in Music Matters – Effect, should convey a specified effect which is demonstrated in the performance.

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 teaches 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 visually express 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: What is the role of ceramics in the 21st century? How can clay be used as a material for both sculptural and functional forms? Why is design so important when we are creating functional objects?

In Ceramics you will explore how to meld sculpture with function through the making of a complicated form such as a large vessel or a teapot. You will also explore a range of decorative techniques in your treatment of the ceramic surface. Exploring a range of sculptural techniques through the medium of clay you will create your own sculpture. You will design an abstract or realistic three-dimensional form and document your process in your visual diary. You will look at the role of ceramics in the context historical traditions and the contemporary world building your art vocabulary in relation to this exciting three-dimensional artform.

Art: How is visual imagery used to communicate and respond to what we observe?

In 'Portraiture' you will study 'The Archibald Prize', Australia's famous prize for portraiture and learn about oil painting through the creation of your own portrait. Through the study of the history of this prize and researching the work of some of the artists involved, you will learn about different painting styles. In 'Exploration of the Natural World', you will explore the natural world through a range of media. Looking at subject matter that explores the natural world environment, such as the landscape and fauna, you will experiment with a variety of media such as ink, pencil, paint, mixed media and print. Theory is embedded in both topics. Through responding to a range of artworks you will build your art vocabulary and analysis skills.

World of Design: What underpins all visual communications? How can unique and individual designs be created within the constraints of a brief?

In World of Design, you will enter the dynamic realm of visual communications. Here you will experiment with processes on and off the computer, learning the tools, strategies and design thinking methods required to create effective and meaningful designs. With guidance, from day one, you will learn how to interpret design briefs and generate ideas that may become refined presentations. Depending on the topics covered you may end up creating packaging for a product, a poster advertising an event, the exterior of a building, branding for a company, an item of furniture or another fun and creative visual communication.

*A picture is worth
a thousand words*

MEDIA

How do media products manipulate an audience's emotional response or their understanding of the world around them? How can ideas and stories be expressed through the application of media techniques?

In Media you will learn how to use media techniques such as camera, acting, mise-en-scene, lighting, editing and sound to tell engaging stories. You will explore 'genre' through analysing a range of films and applying this knowledge to write, plan, shoot and edit your own horror, romantic comedy or sci-fi film. You will learn practical skills in using DSLR cameras, lighting equipment and Premiere Pro. In the unit 'Media and the world' you will learn how journalists and documentary filmmakers manipulate audiences to create a certain perspective on a subject. You will explore the ethical questions behind producing media, and develop your own short documentary, podcast or photography series.

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%

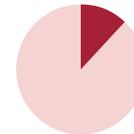
OF THE STEAM
WORKFORCE



ONLY ONE IN FOUR IT GRADUATES ARE WOMEN.

GENDER DISTRIBUTION ALSO DIFFERS GREATLY BASED ON INDUSTRY.

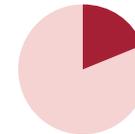
12% OF THE STEAM
WORKFORCE IN
CONSTRUCTION



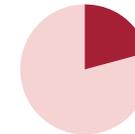
17% IN
MINING



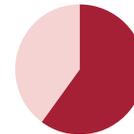
19% IN
UTILITIES
AND ICT



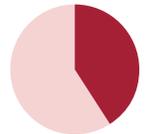
21% OF
PROFESSIONAL,
SCIENTIFIC AND
TECHNICAL
SERVICES



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>

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.

In 2021, year 9 students participated in the Brain Stem Innovation Challenge.

In 2022, a year 9 student participated in the University of Melbourne Girl Power in Engineering and IT program.

MATHEMATICS

Does Mathematics empower us to make sense of the world around us? Mathematics supports and challenges each student, to enable you to explore your potential and, through a level of curiosity and satisfaction, be extended in your own way. Assessments are designed to prepare and enable success for each student.

Carefully guided by assessment data and recommendations by staff, the Head of Department will determine the appropriate class for each student.

The three options are: **10 Mainstream, 10A Mathematics or VCE Mathematical Methods Units 1 and 2.**

10A Mathematics is a prerequisite for VCE Mathematical Methods, while 10 Mainstream fulfils the skills required to progress to VCE General Mathematics.

Students in VCE Mathematical Methods Units 1 and 2 who have shown mastery may consider undertaking Mathematical Methods Units 3 and 4 in Year 11.

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 16 for further details. **VCE Art Unit 1 with Studio Arts Unit 2.** Course information can be found in the VCE Curriculum Guide 2023.

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 subject. Students develop their skills in programming 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 the analysis of global issues. Through their exploration of Biology, Chemistry and Physics, students develop their capacity to analyse, critique, refine and evaluate real world applications of the concepts relating to these areas of science by considering how their observable impacts have been deliberately designed and predicted. Students represent their abstract understanding analytically and diagrammatically, while group challenges facilitate collaboration in order to ideate, develop, test, refine and evaluate investigations.

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 2023.
VCE Psychology Units 1 and 2. Information can be found in the VCE Curriculum Guide 2023.

Knowledge Architects

Knowledge Architects are visionaries who interrogate the lessons of both past and present to imagine and ultimately build a better future for all. Since ancient times, students of the Humanities have been at the forefront of our most complex and important debates about issues of social, cultural, economic, ideological and political significance. The lenses of **History, Geography, 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. Information can be found in the VCE Curriculum Guide 2023.
VCE Business Management Unit 1 and 2. Information can be found in the VCE Curriculum Guide 2023.

Geography Sustainable Futures: Is globalisation good for people and the planet? Geographers have long imagined and re-imagined the concept of space. Globalisation, the process of connecting people through communication, trade and technology, is having a profound effect on our concept of space, and we probably don't even realise it.

In this unit, students are invited to investigate the driving forces behind globalisation, and the ways in which it is shaping our visions for the future. Students will explore different ways of measuring progress in globalisation, and use sustainability criteria to determine desirable paths for global development in the future. At both the local and global levels, students will emerge from this unit understanding what an environmentally sustainable and socially inclusive world could look like and how to advocate for it.

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: What is commerce and how can it help me in business and life?

Commerce is made up 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. You will gain exposure to a range of legal, accounting and business concepts in this subject, equipping you to better understand the world of commerce and industry. Key learning experiences will include applying your knowledge of the law in a 'mock' criminal trial and exploring practical business issues through a market excursion.

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 subject.

Food and Connection: How can we use food to connect with others? In this course, you will make a range of creative meals, desserts, snacks and special occasion foods. This course focuses on the sharing and celebratory role of food and its ability to bring people together to develop connectedness. You will have the opportunity to plan and create celebration menus for people with special dietary and nutritional needs. You will gain experience using a range of preparation, cooking and food-style techniques to present high-quality food that is suitable for developing connections with others. As part of this course you will produce food for a morning tea fundraiser.

Performance and Lifestyles: How can we influence our performance through fitness programs and other performing enhancing methods? 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 2023

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 subjects 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.

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 Psychology Unit 1 & 2

OTHER ELECTIVES

Art

Body in Action (Physical Education)

Bringing Theatre to Life (Drama)

Creating, Making and Performing Drama (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 and Connection (Food Studies)

Geography Sustainable Futures

Learning Support

Media

Music Matters - Organisation

Music Matters - Effects

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.

PODCASTING

Year 9-12 students can apply to participate in the Korowa Beyond the Gates podcasting series in which Korovians are interviewed. Podcasters acquire valuable communication and technical skills.

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

ENVIRONMENT GROUP (YEARS 7–12)

Sometimes known as Evergreen Korowa, the environment group is an assembly of students from all year levels oriented towards an enthusiasm for our natural environment. Throughout the year, they meet to discuss and implement ways to promote environmental sustainability, sometimes they just like to leave a space open for discussion and the sharing of ideas.

PRISM (YEARS 7–12)

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

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.

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.

