



Year 9

Navigator
2023

CHALLENGE AND CHOICE



KOROWA
ANGLICAN GIRLS' SCHOOL

Welcome

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

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

YEAR 9 MISSION STATEMENT

In Year 9, we work to provide a seamless transition from Cripps into the Senior Years - it is a year of challenge and choice. Signature experiential programs, underpinned by character development, allow students to consider and develop their strengths, test their mental toughness, and develop their confidence and skills required for their journey through the Senior Years.

WELCOME TO THE SENIOR YEARS AT KOROWA!

As students join us in Year 9, we are excited to work alongside and support them as they begin their Senior Years' journey. In a year of challenge and choice, students are encouraged to consider others, look inward and test their mental toughness through a range of immersive learning opportunities. Peak experiences including Project Empathy, Trek, Urban Challenge and House Arts, together with the Year 9 Ambassador Program, provide leadership opportunities and a means to put into practice, the skills that students develop through Crew, a program which focuses on character development.

In Year 9 there is a focus on developing confidence, providing leadership opportunities, character development, service, building resilience and encouraging students to be empathetic.

Year 9 is a busy year and we encourage all students to make the most of it by getting involved, trying new things and striving towards their personal best.

Year 9 focuses on developing the skills and foundations needed for success throughout the Senior Years and beyond, through the diverse and rich programs on offer. In my role as Head of Year 9, I have the pleasure of working with students as they explore and navigate the challenges, successes and opportunities this year affords them. I am passionate about developing empowered individuals who are confident, courageous and respectful. This can be best achieved in an environment that offers safety, acceptance and inclusion. We strive to achieve this environment with the year level throughout our day-to-day interactions, experiential programs and academic life. Students will start to consider what life might look like beyond the walls of the classroom throughout this year. Through regular Crew classes we explore these ideas and enable our students to consider how they might make positive change in the world around them. We start to see the qualities of the next generation of leaders and game changers. The programs in place in Year 9 encourage these skills to thrive. This is a year of great personal growth, discovery and development and it is a joy to support the students throughout this important year.

Kate Tanner
Head of Year 9

Karlie Stocker
Head of Senior School

WE ARE CREW

DEVELOPING GOOD PEOPLE

The essential purpose of Crew is to develop good people.

Crew offers the opportunity for students and staff to build relationships that are pivotal to the success of a student at Korowa. Crew groups and their leaders, connect in class several times a cycle through a myriad of discussions and debates around relevant topics. Crew opens discussion for students through provocations in order to explore, as a group or individually, who we are and how we can be our best selves and instigate self-care. 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.

Students also begin to consider their future career aspirations and pathways through the Year 7-9 BECOME.ME Program conducted through Crew.

BECOME.ME CAREER EDUCATION PROGRAM

All Year 7-9 students participate in the BECOME.ME Career Education Program, a 9-week program conducted during Terms 1 & 2 by Crew Leaders during Crew. 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 Year 9 the focus is on trying to answer the question, “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, student progress is demonstrated via their creation of a Video Pitch, where they are the experts driving their future. A Video Pitch was particularly chosen as this is what many employers are now requesting applicants to produce as part of their job application process.

Our Chapel Program enhances our concept of community and service, and is embedded within our Crew framework. Our Chapel Program, overseen by our School Chaplain, provides opportunities for our students to engage with key ideas and issues in an Anglican 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 Korowa Mental Health Strategy, Predictive 6 Factor Resilience Scale (PR6) wellbeing framework, 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.

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-19 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

Be Part of the Crew

104 STUDENTS IN YEAR 9 2022

Total number of subjects that students can choose from:

23 Subjects

Postcodes:

Year 9 2021 students travelled from across 40 different suburbs

Out and about

104

Students participated in Project Empathy in 2021

65

Students enrolled to participate in Trek

38

Students enrolled to participate in Urban challenge

4 HOUSES

AKEHURST

WILKINSON

CLARKE

JAMIESON

13

DIFFERENT MUSICAL
GROUPS/CHOIRS

38

NETBALLERS

51

ROWERS ACROSS
THE SCHOOL

30+

CLUBS AND
ACTIVITIES

14

GSV SPORTS

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 9 Program which spans the pillars of academic, social/emotional and physical wellbeing, offers through the Crew platform and a range of experiences the opportunity for students to 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 in order to thrive.

Students are encouraged to take responsibility for their own wellbeing development and growth, by utilising the wellbeing tracking measures available to them, and putting in place positive and proactive practices. Similarly, staff work alongside the students to provide support, encouragement and strategies, throughout the course of the Year 9 journey.

A key component of the Year 9 Wellbeing program includes Crew, which takes place in designated form groups as part of the weekly timetable.

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

Signature programs

TREK

This unique and iconic four week point to point wilderness adventure celebrated its 25th anniversary in 2019 with an incredible 925 Korovians having participated in the program. Organised and led by the Head of Outdoor Education, Sharon Cox, and accompanied by some Korovian group leaders, students learn to be self-sufficient campers as they venture by foot, bike and raft from the Victorian Alps to Ninety Mile Beach. Trek develops self-esteem, confidence, leadership and interpersonal skills as students learn to manage their emotional responses to difficult and stressful situations. Trek often shapes the lives of our students, far beyond their years and experiences at Korowa. Students select to participate in either Trek or Urban Challenge.

URBAN CHALLENGE

Over three weeks, students explore some of the key social justice issues affecting urban Melbourne, and other regional areas in Victoria. Urban Challenge caters for a wide range of skills and abilities and allows students to find appropriate levels of personal challenge and build mental toughness. Students also actively engage in service projects. The program allows students to work to their strengths while also finding important opportunities for challenge and growth. Students select to participate in either Trek or Urban Challenge.

YEAR 9 AMBASSADORS

The role of Year 9 Ambassadors is one of welcome and communication. Students assist with School Tours and Open Days, sharing their Korowa experiences with future families. The Ambassador's role is an important one in that it encompasses the School values of service and respect. The Year 9 Ambassadors participate in an educational program centred around "Communication and Influence". Mr Jon Yeo, the licensee for TEDx Melbourne worked with the students through a 4-part program where they explore communication as a skill set including: messaging vs influencing; storytelling; speaking with confidence; and, managing nerves. Students earn a microcredential in Communication Influence through this powerful and practical learning opportunity.

HOUSE ARTS

This program is Korowa's Years 7-9 Performing Arts Competition which provides leadership opportunities for all Year 9 students. Based on a stimulus, each House presents a performance, which involves acting, singing, dancing and instrumental. The program is entirely led by Year 9 students who each take on a position of responsibility. In this much anticipated part of the Year 9 experience, students will build skills in communication, project management, literacy, personal growth, collaboration, time management, critical thinking and so much more.

PROJECT EMPATHY

The project framework is set up to support students pursue a particular service project. Projects change each year. In 2022 the project focus was 'What is Melbourne's story of homelessness?' Students work with the City of Melbourne and a range of organisations to address homelessness and to profile the story of each organisation. Students attend a week-long program at City Cite, working with a particular organisation, students develop a podcast, visual communication skills and a public exhibition.

'Project Empathy provided our students with a truly authentic and life-changing experience that allowed them to gain an understanding of our country's homelessness crisis. The week dispelled many preconceived stereotypes and beliefs and shone a light on the large percentage of 'invisible' people who are currently experiencing homelessness.'
Teacher, group leader in Project Empathy

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 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.

ENGLISH

Engaging in the process of understanding yourself as an individual and a member of the global community, you will discuss current issues and concerns, and immerse yourself in the world of literature by exploring the ideas, views and values of writers, past and present. Most importantly, you will become a creator of texts, sharing your voice through the power of the word.

Year 9 English challenges you to express yourself and to communicate your ideas by consolidating and extending oral and written language skills to create, inform, analyse, argue and persuade with increasing confidence, clarity and an awareness of audience. Through class discussions and collaborative activities, you will develop your critical thinking skills by exploring complex ideas and concerns about the human condition, in both print and non-print texts.

DRAMA

Act & React: How can improvisation improve our skills as actors, communicators and interpreters of theatre?

Act and react calls for teamwork, daring, discipline, imagination and the ability to 'think on one's feet. You will be trained in improvisation and develop skills in communicating effectively. This unit requires high energy and active participation as you engage in games and exercises which prepare you for the Theatre-Sports 'tournament.' You will apply your skills to a range of comedy plays, performing short scenes from a range of scripted Australian comedies. This unit will challenge you to take risks and think creatively about all things silly and mundane!

West End to Broadway: How can musicals be presented ethically in current society?

If you love Musical Theatre, this is the course for you. You will learn about the history and development of Musical Theatre and understand the differences of the work presented in Westend and Broadway shows. You will explore the educational element of musicals and learn how contemporary theatre has changed to align with current societal issues and concerns. You will work in small groups to develop and perform a scene from a musical of your choice, based on this knowledge. You will need to work together to deliver the scene from script to stage, demonstrating an understanding of; the audition processes, stage direction, choreography, singing, acting and theatrical production elements. You will also take on a Production area to help bring the scene to life.

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 where travel, trade and international cooperation are key activities. Throughout the year, you have the opportunity to consolidate and build upon your previous knowledge of your one or two selected languages. You become more confident communicators in your other languages(s) and continue to develop an understanding for the language learning process, through the skills of reading, listening, speaking, writing and viewing.

Studying cultural differences and norms will 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. You can communicate more effectively with people from other countries.

DANCE

Dance: Design and Dynamics

How can the world around us influence dance and art?

Year 9 Dance immerses the experienced and non-experienced dance student in the study of choreography, technique, performance and dance appreciation. You will have the opportunity to consider how natural and physical environments can be explored through site-specific choreography and live performance with consideration of production aspects of lighting, sound and costume. You will participate in regular choreography and technique classes in the new Sports and Wellbeing Centre and have the opportunity to develop a series of learnt dance styles (repertoire). Additionally, you will undergo dance warmups that comprise of yoga, pilates, meditation and technique and learn choreography from industry dance professionals who will provide an insight to the professional dance world.

VISUAL ARTS

If 'a picture is worth a thousand words', then 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 our rich visual arts elective program.

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

Art and the Individual: How can visual imagery be used to explore our identity?

This subject is all about you and how to use art to express yourself. In 'who am I?' you will learn how to draw yourself as a large self portrait using wonderfully messy materials such as charcoal and conte. You will learn about facial proportion and ways to bring realism and expression into your drawing. 'My Identity, My Space' looks at self-expression relating to your immediate environment. Through the medium of painting/printmaking or mixed media, you will use your own personal space, whether physical or metaphorical to create an artwork. Beginning with a series of drawings or photographs, you will explore your own concept 'space' in your visual diary. These images of self-expression will become an acrylic painting on canvas or mixed media.

Art of Photography: Darkroom to Digital, Photo Theory

Why is photography so essential in recording history and documenting contemporary life? How and why is photography so accessible and important as a form of self-expression?

Step into the shoes of past photographers to experience the magic of the darkroom through engagement in analogue practices: shooting and processing film and developing prints in the darkroom. Look at iconic photographers to inspire your image making and make connections between analogue and digital practices by using applications such as Photoshop to edit and manipulate images. Experiment with digital cameras and digital applications to create and edit imagery. In Photo Theory, you will learn the story of photography from its humble beginnings to contemporary digital photography. You will investigate past and contemporary photographers and genres to learn about storytelling and self-expression through photographic imagery.

Textiles by Design: What do real world textile and fashion design practices look like? How does the past influence modern and/or contemporary design?

Stitches & Patterns & Printing! OH MY! Textiles by Design will expose you to a collection of methods used to decorate and construct fabric projects - these may include screen printing, shibori tie-dye, digital surface pattern design, machine sewing, embroidery or other creative textile practices. When creating your textiles, you will work within the constraints of a brief while placing your own individual and creative mark on the project set. Learn the fundamentals of textile manipulation in this elective and open yourself up to a world of self-made fashion, sustainability, soft sculpture and home décor opportunities.

MUSIC

Kool Skools: How do you write, record and produce a song?

In this elective you will develop the skills needed to write a popular song using both standard notation and DAW (Digital Audio Workstation) technologies. Learning will be brought to life in a final recording project where students will visit Empire Studios and record a final EP or Album, giving valuable insight into the professional music industry.

Music Makers: How can we understand cultural and historical contexts through music language exploration, and bring these to light in expressive musical performances?

You will develop your aural skills and build on your understanding of the elements of music. You will build skills to understand your role within an ensemble, and as a soloist, learning to control tone and volume in a range of styles. You will extend your technical and expressive skills in performance, drawing on music from a range of cultures, times and locations. You will reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music. This will be explored through regular in class performances, music analysis, musicianship and regular feedback on your instrumental technique and skill.

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%

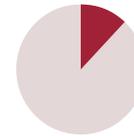
OF THE STEAM
WORKFORCE



ONLY ONE IN FOUR IT GRADUATES ARE WOMEN.

GENDER DISTRIBUTION ALSO DIFFERS GREATLY BASED ON INDUSTRY.

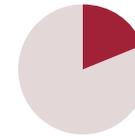
12% OF THE STEAM
WORKFORCE IN
CONSTRUCTION



17% IN
MINING



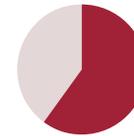
19% IN
UTILITIES
AND ICT



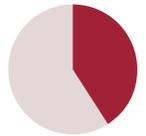
21% OF
PROFESSIONAL,
SCIENTIFIC AND
TECHNICAL
SERVICES



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>

TECHNOLOGY PROGRAMS

Developing tomorrow's problem solvers, **Digital Design: Internet of Science Things** is a year long course bringing together Science and Technology. Refer to Science section.

VISUAL ARTS

At the core 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 mediums. The ability to visualise space underpins the three-dimensional arts such as ceramics and textiles, 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 **Art and the Individual**, **Art of Photography**, and **Textiles by Design**. Refer to page 18 for further details.

MATHEMATICS

Mathematics courses support, challenge and provide the opportunity for you to be extended in your own way.

Students are allocated to a Mathematics class that best meets their learning needs based on a comprehensive review of external and Year 8 assessments.

The three levels of Mathematics are: **Mainstream, Extension and Accelerated.**

Mainstream and Extension will offer similar content, allowing for a different approach to the delivery for these two groups. Placement in Mainstream or Extension Mathematics will not influence the selection of subject at higher levels. This differentiated approach to learning will assist you to gain confidence and to establish a sound mastery of skills to ensure your readiness to start the final years of your secondary education with the strongest foundation.

Students in Accelerated complete Year 10A Mathematics from the National Curriculum. Those who have shown mastery in 10A Mathematics may undertake, by invitation, Mathematical Methods Units 1 and 2 in Year 10. The Head of Department, with documented evidence and advice from appropriate staff, will make the selection of students for this class.

SCIENCE

Ever wondered why we reach for our jackets when we're cold, how medical imaging can see inside the body, or why soft drinks are bad for teeth? Underpinning each of the elements of STEAM, Science in Year 9 takes a real world approach. Students will examine the systems and interactions which have observable effects in our daily lives. Analysing these, at times complex, systems will develop abstract thinking skills while at the same time building capacity to experimentally investigate and develop engineered solutions. Through developing a deep understanding of theoretical models across physics, chemistry and biology, students will be able to make more evidence-based predictions about the world around us.

Digital Design: Internet of Science Things will focus on designing and building technology to collect physical and scientific data. In this course, our innovators will be introduced to coding microprocessors and sensors, developing an IoT (Internet of Things) device that can monitor, collect data from and/or respond to environmental inputs. Once the IoT devices have been designed, refined and tested using design-thinking principles, they will be used to undertake a scientific investigation project designed by the students within the school or local community.

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.

History: Imperialism, Racism and Civil Rights

What was Imperialism and how did it impact peoples across the world? What is institutional racism and how does it develop over time? This unit provides a study of the history of the making of the modern world from 1750 to today. The 1700s was an era of empire building. Nationalism and imperialism were powerfully destructive forces which led to the dispossession of lands and peoples across the globe. We will investigate the role of empires and imperialism in the making of the modern world; specifically its role in creating systematic and institutional racism. Using case studies from both Australia and the USA, students will investigate ongoing struggles for civil rights and dignity. Our exploration will include how rights and freedoms have been ignored, demanded or achieved.

Geography: Biomes and Food Security

Is it possible to create fair and sustainable food systems?

Currently, 820 million people go hungry everyday and by 2050, the world population will exceed 9 billion. That is 9 billion people who will all need food and resources. Our consumption is already causing an agricultural crisis and exacerbating climate change. So how will we feed a growing population without destroying the planet? In this course, we will examine the characteristics of global biomes, how humans interact and impact these biomes, as well as exploring sustainable forms of agriculture for the future. Students will investigate the significance of Melbourne as a foodbowl and the challenges of competing land uses, to ensuring a sustainable food supply into the future.

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 such as 21st Century Global Markets or Money, Markets and Me 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.

21st Century Global Markets

How can we thrive in the digital & technological age? As economies, businesses and individuals become increasingly connected in the digital/technological age, it is more important than ever for businesses to understand the global forces that impact and affect their competitiveness. Throughout this elective you will gain knowledge and skills to understand Australia's place in the global market, how fundamental economic principles impact businesses and consumers, and how Australian businesses survive and thrive. You will also explore how the same global forces are changing the nature of work.

Money, Markets and Me:

How do I set myself up to become financially successful? Imagine it's 10 years into the future. Some people may be finishing a degree, backpacking through Europe or even starting a business. The future may seem far away, but we all can reap the rewards of the financial decisions made today, years from now. This elective introduces you to a range of basic personal financial skills to empower you to live a happy and secure life, including saving and spending, investing, personal financial decision-making, and how to be a smart consumer. As a key learning experience, you will also have an opportunity to apply your knowledge of investments with a virtual \$50,000 in the national ASX Sharemarket Game.

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, physical movement, nutrition and wellbeing strategies which last a lifetime while building resilience, comradery and collaboration.

As a core subject all students participate in **Physical Education** learning about what it means to be fit, how to improve personal fitness, how to test fitness, and how to design a fitness program for a selected activity. Students will practise skills for maintaining respectful relationships while evaluating behavioural expectations in a range of movement activities. Students will aim to improve their own performance in physical activities and sport as they explore tactics and strategies of play. Reflecting upon their participation in class, students will also consider their contribution and its impact on a variety of physical activities.

Food Around the World: Why do we eat the foods we eat? In this course, you will gain new experiences in food preparation and presentation as you venture on a culinary journey around the world. You will have an opportunity to learn more about the five food groups and authentic ingredients from a range of different countries. As part of the subject, you will get to experience making meals and celebration foods from other countries. You follow the design process to produce international foods that are challenging and fun to make. As part of this course you will participate in a multicultural food expo.

Healthy Bodies: What are our bones and joints made of and how do they all work together? What role do the body's systems play in producing a balanced lifestyle? This elective gives students the opportunity to use a wide range of resources to explore and research these topics in the quest to find answers. Students also investigate a range of community and government initiatives developed to increase physical activity and optimal health.

CREATE DESIGN

Sustainability, Toolkit and Design Project

How do designers collaborate with clients to meet a design brief? How does visual communication successfully attract and engage audiences?

CreATE Design is a project based elective where you will work independently and collaboratively to experience client designer relationships. You will engage in researching sustainable design practices by looking at case studies to inspire your work. You also engage in practical workshops that will ensure you have the toolkit to be able to create technical drawings, 3D objects, surface graphics and type. You will use this toolkit to respond to creative briefs, which allows you to engage with clients, work through a design process and present final work to an audience.

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 9 offers students a array of experiences in their learning as they sample a variety of electives to discover their passions and determine their future pathway. Our robust delivery of innovative teaching practices and curriculum development are founded upon up-to-date and renowned research and ensure our Year 9 students have a strong foundation of learning.

An innovative and challenging Year 9 curriculum develops a suite 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.

The rich array of co-curricular experiences offered both in and beyond the School, facilitate access to external expertise, skill acquisition and opportunities to make connections of their knowledge in real world contexts. They are also able to develop their leadership of self and others while continuing to actively apply service and the important demonstration of kindness and gratitude in their community – attributes that will last a lifetime.

CORE SUBJECT LIST:

YEAR 9 CORE SUBJECTS (ALL STUDENTS COMPLETE)

English

Mathematics (Students are allocated to a class based on performance in Year 8 Mathematics. This information is communicated in Term 4 of Year 8)

History

Geography

Language: at least one language from the two studied in Year 8

Physical Education

Science

Crew

ELECTIVES

STUDENT CHOICE ELECTIVES In addition to their core language, students have the option of continuing with their chosen second language from Year 7 or 8 as an elective.

Step 1: Students choose a minimum of two semester electives from the Arts offerings:

- Act and React (Drama)
- Art and the Individual (Visual Arts)
- Art of Photography (Visual Arts)
- Dance: Design and Dynamics
- Kool Skools (Music)
- Music Makers (Music)
- Textiles by Design (Visual Arts)
- Westend to Broadway (Dance, Music and Drama)

Step 2: Students choose a further four electives. These may be chosen from the Arts group above and/or the group below:

- A second Language (must have been studied in Year 7 and 8). Year long – this counts as 2 choices
- 21st Century Global Markets (Commerce)
- CreATE Design (Food Studies and Visual Communications Design). Year long – this counts as 2 choices
- Digital Design: Internet of Science Things (Science and Technology). Year long – this counts as 2 choices
- Food Around the World (Food Studies)
- Healthy Bodies (Physical Education)
- Money, Markets and Me (Commerce)
- Learning Support

Electives may not run if insufficient students elect to undertake the elective on offer.

BEYOND THE CLASSROOM

The wide array of co-curricular activities compliments 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 the Senior Musical and the Year 7-9 Musical.

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

port 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.

