



Junior School

Curriculum Guide

2024

BECOMING ME



KOROWA
ANGLICAN GIRLS' SCHOOL

Welcome

JUNIOR SCHOOL MISSION

To provide the best learning environment where our girls flourish and feel respected.

A place that allows girls to develop the confidence, resilience and growth mindset required to enable them to become their best selves.

It's here in our Junior School, that your child develops their first love of learning. They build a solid foundation in areas of social and emotional wellbeing, academic knowledge and skills. The Early Years are about curiosity, confidence, persistence, imagination, problem solving and investigating. It is in their first years that they discover school is a wonderful place to be. They will transition from *Developing Me* in the Early Years, to trying new things in Middle Primary where *Nobody is Left Behind*. There is a focus on new opportunities, independence of mind and taking action is encouraged, as your child identifies their personal qualities and achievements, as well as learning to express their emotions appropriately. Reflecting *Character Counts* in the upper Primary years is all about developing good character through leadership, building independence, encouraging initiative, and embracing the Korowa values of courage, respect, integrity and service. As a unique individual, we tailor learning experiences to meet your child's specific needs. We recognise that there are phases of growth and development in the junior years of schooling that your child will experience. Our teachers develop a strong learning relationship with students and community, working together to ensure our girls are confident to move into the Cripps program.

Miss Joanne Barker
Head of Junior 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.

I am passionate about the early years of education. These years are fundamental for the children to develop and learn socially, emotionally and academically. Every day the children inspire me. Their enthusiasm, curiosity and the way they see the world is engaging.

Miss Kerry Irvine
Early Years Coordinator

In Years 3–6, we focus on character education, this involves a unified approach to a rigorous and stretching education on the one hand, and outstanding wider personal development on the other. This together with a range of programs and opportunities, all contribute to forming good people who contribute positively to society.

Mrs Kate McLennan
Year 3–6 Coordinator

EARLY YEARS PREP–YEAR 2

Developing Me

The early learning years mark a time in which your child is establishing herself as a learner while developing independence and resilience. A love of learning is nurtured, and strong friendships and bonds with peers and teachers develop. Students are encouraged to take risks with their learning while setting and achieving personalised goals.

Early years is a time of transitioning to school, where students are developing in the areas of: curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

They are exploring a range of skills and processes, such as problem-solving, enquiry, experimentation, hypothesising, researching and investigating.

Your child is beginning to understand how they can transfer and adapt what they have learnt in one learning experience to another. Our many varied learning experiences will ignite a passion for learning as your child connects with people, places, technologies and the use of natural and processed materials. It is a time when students are developing who they are as they learn to share, take-turns, collaborate and develop relationships.

YEARS 3 AND 4

Nobody Left Behind

The Year 3 and 4 program is a time of consolidation of learning and developing independence of mind and actions. Students are beginning to recognise emotions and personal qualities and achievements, understand themselves as learners, express emotions appropriately, develop self-discipline and set goals.

The girls are learning collaboration, respect for others' thoughts and opinions, and reflection of their choices. Literacy and numeracy continue to be a focus, along with KXP project based learning expeditions in which students pursue mastery of knowledge and skills, develop beautiful work and understand themselves better and the world around them.

It is a time when the girls start doing new things like using their ID cards, to sign in and out at Junior School Reception, moving into new choices in uniform and having a great range of opportunities through the signature programs available to them.

YEARS 5 AND 6

Character Counts

A broader and deeper curriculum allows your child the opportunity to build meaning and refine their understandings across a range of subjects. Ideas of a more abstract nature are introduced, and the girls are encouraged and supported to take responsible 'risks' with their learning to achieve set goals.

The development of good character during this age is highly regarded. We expect the girls to work independently, show initiative, become confident, resilient and adaptable. They are encouraged to contribute to civil society, accept and acknowledge difference and diversity. They are developing their capacity to understand relationships, negotiate and resolve conflict, make safe decisions and give back to their communities, in other words their 'character counts'.

The girls experience further development in the co-curricular, wellbeing and leadership programs as they progress through the Junior School. They are presented with school experiences that encourage growing independence, responsibility, leadership and resilience. As your child approaches the exciting transition to Cripps, activities are carefully structured to prepare her for the next important stage.

CURRICULUM

Express Yourself!

ENGLISH

LANGUAGES

VISUAL ARTS

DANCE AND DRAMA
(YEARS 5 AND 6)

MUSIC

**YOUNG PEOPLE
WANT TO MAKE A
DIFFERENCE, TO
ADDRESS REAL
ISSUES AND SEEK TO
INFLUENCE TODAY'S
DECISION MAKING.**

Possessing strong communicative skills and the ability to effectively use technology as a conduit of communication will be vital to future success.

We support young people to ensure they can become effective communicators and collaborators so they can have a positive influence about issues they are passionate about.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Teaching and learning programs balance and integrate all three strands. These focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as students journey through their Primary years. Developing a love and passion of literacy, whilst developing mastery of skills is a priority in the Junior School.

LANGUAGES

All students study German. An emphasis is placed on broadening the students' overall understanding and appreciation of the culture and customs of German people. The emphasis in the Languages program is on enjoyment, participation and skill acquisition in the foreign language. Aural-oral skills are of primary significance, with an increasing emphasis being placed on reading and writing skills in Years 4, 5 and 6. During the year, the whole Junior School is involved in a German celebration.

MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of Mathematics content across the three content strands: Numbers, Algebra, Measurement, Space, Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build on the developmental aspects of the learning of Mathematics.



VISUAL ARTS

This program is designed to inspire students' interest in Art and provides opportunities for them to develop their artistic and creative talents with confidence. The study of Visual Arts encourages observation of the world around them, visual expression and appreciation of one's own work, and the work of others. Students develop an awareness of shape, dimension, line, texture, colour, pattern and tone through drawing, painting, clay, textiles, collage and three-dimensional modelling.

DANCE AND DRAMA (YEARS 5 AND 6)

In Dance, students explore how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform for audiences, demonstrating technical and expressive skills.

In Drama, students discover how dramatic action and meaning is communicated through what they make, perform and view. They learn how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

*Communication,
Collaboration,
Creativity*

MUSIC

Music has played an important role at Korowa for much of its history. The Music program is founded upon the belief that an understanding, and appreciation of Music begins in early childhood and continues throughout life. The Junior School Music Program includes both Kodaly and Orff methods. Skills are developed through singing, playing, listening, moving and creating. The program is planned and sequenced to suit the developmental stages of the child.

Exploration and Solutions

TECHNOLOGIES

Students apply their knowledge, practical skills and processes when using technologies to create innovative solutions, independently and collaboratively. Our girls will develop knowledge, understanding and skills to respond creatively to current and future needs. The practical nature of the Technologies learning area engages our girls in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in our girls the value of planning and reviewing processes to realise ideas. Students develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies.

SCIENCE

Through this subject, students will be introduced to some of the fundamental concepts of Science found in the strands: Science Understanding, Science as Human Endeavour and Science Inquiry Skills, allowing them to develop their ability to think abstractly while expanding their practical skills through investigative experiments. These strands of the curriculum are interrelated, and their content may be taught in an integrated way across the Primary years, including the KXP. As students progress through the years they begin to apply their understanding to real-world problems in order to develop solutions.

Science is taught across the years from Prep to Year 6 in our purpose-built Margaret Brumby AM Junior Science Laboratory. Flexible in its design, this space will allow experiential and investigative learning through the use of specialised equipment and maker space facilities.

This room has been designed to not only allow us to expand our science offering but it will also provide kitchen facilities to support learning through our Stephanie Alexander Kitchen Garden and our indigenous garden spaces for ongoing experimentation, analysis of collected data and cooking of produce.

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, Civics and Citizenship** 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.

An examination of these subjects encourages individual reflection, intercultural awareness, empathy and an appreciation for the beauty and power of knowledge. All subjects are living, breathing subjects which are adapted to meet contemporary needs. In studying these subjects, students develop transferable skills including the ability to write, argue and research.

HISTORY

Learning about history through integrated studies provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within a particular historical context ranging from personal and family histories to Australian colonies and democracy. This facilitates an understanding of the past and provides a focus for historical inquiries.

GEOGRAPHY

Developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific skills, including the use and interpretation of maps, photographs and other representations of geographical data. The content of each year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and are taught in an integrated manner.

CIVICS AND CITIZENSHIP (YEARS 3–6)

Students begin to explore their understanding about democracy, laws, citizens and citizenship, diversity and identity. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Girls explore how individuals, including themselves, participate in and contribute to their community. They explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity (diversity and identity).

A Lifetime of Wellness

Developing and maintaining a healthy lifestyle is vital in today's modern world. Crafting sustainable solutions with a low impact on the earth is a priority in our program development. Creativity, collaboration, communication, problem finding and solving are all characteristics of subjects that sustain a healthy lifestyle. Programs establish healthy habits, routines, nutrition and wellbeing strategies which last a lifetime while building resilience, camaraderie and collaboration. A positive attitude towards health and physical activity will foster a lasting desire to remain physically fit and will motivate students to continue their involvement in sport and physical activity throughout their lifetime.

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.

PHYSICAL EDUCATION

Physical Education (PE) is an integral component of each child's life. The program is designed to provide every student with challenging activities to participate in and achievable goals to strive towards. Fitness is a key component in developing a healthy lifestyle and is encouraged through participating in regular activity.

Children experience a range of activities including PE, Sport and House events as well as the opportunity to participate in co-curricular sporting activities at an interschool level. Students are supported to value themselves and their peers. Positive reinforcement, respect for others and working as a team are key aspects in developing positive attitudes, resilience and appropriate social interaction, both in PE and Sport classes as well as in day-to-day life.

BODYWORKS HEALTH AND WELLBEING PROGRAM

This program has been specifically designed to teach students to enhance their own and others' health, safety and wellbeing in a sequential series of lessons across the Prep to Year 6 environment. It provides a comprehensive Health Education program that is engaging and informative at each year level.

SWIMMING

Our ELC 4 to Year 6 students have fortnightly swimming lessons. Being able to swim is an extremely important life skill. Lessons provide children with confidence, which is great for self-esteem. Children will learn about water safety in and around water.

This program develops children's independence and confidence, they carry their own swimming bags and look after their belongings, swimming in small groups with our instructors. Children develop a range of skills including; how to enter and exit the water safely, torpedo gliding, strong kicking legs and floating whilst wearing a life jacket. Whilst the older students build upon their swimming skills. Culminating in the Year 6 students completing the "Victorian Water Safety Certificate".

PERCEPTUAL MOTOR PROGRAM

In our new purpose built PMP space, ELC 3 to Year 2 students are involved in a movement-based program which helps younger students improve their eye-hand and eye-foot coordination, fitness, balance, locomotion and eye-tracking skills.