



Darrabi Program

2022 Information Booklet

Darrabi Year 9 Program Information Pack

Dear Parents / Carer,

Thank you for your interest in Kambrya College's Darrabi Year 9 Program. This program has been developed with very careful consideration of student needs, both in terms of academic achievement, but importantly with a focus on preparing students for the future.

The Department of Education acknowledges that one size does not fit all when gaining student motivation and connection to their learning and pathway potential ... *"Students have become disengaged from education for a range of reasons including: homelessness, family trauma, poverty, mental health problems, low self-esteem, previous low attainment, behaviour issues and a poor fit between the students' learning style and the learning environment in the student's school"*.

Developing student awareness of themselves as key contributors in their own learning is the core focus of the Darrabi Year 9 Program. Levels of student participation within the classroom is often hindered by how 'connected' they feel to school, the 'value' they place on learning to future pathways and 'relationships' previously formed with their teacher's. The Darrabi Year 9 Program attempts to emotionally engage students, building students sense of self, community connectedness and emotional intelligence.

The following pages explain, in detail, the principles that the Darrabi Year 9 Program has been built on, advice to help you decide on whether the program is suitable for your child, and what the program can offer your child. Information about what educational certificates are available for your child as well as costing information has been included for your perusal.

It must be highlighted, in advance, that the Darrabi Year 9 Program offers a differentiated curriculum. It is aligned to students who will, in all likelihood, move into an Applied Pathways option. Although the program doesn't preclude students moving into a scored VCE pathway students will need to 'catch-up' on specific literacy, numeracy and other specific skills. This could be a challenge for some students and if this were the desired academic pathway, an informed decision needs to be made prior to making application.

If you have any questions regarding this information, please contact me at Kambrya College on 9707 7600.

Sincerely,

Sarah Hemphill
Darrabi Co-ordinator

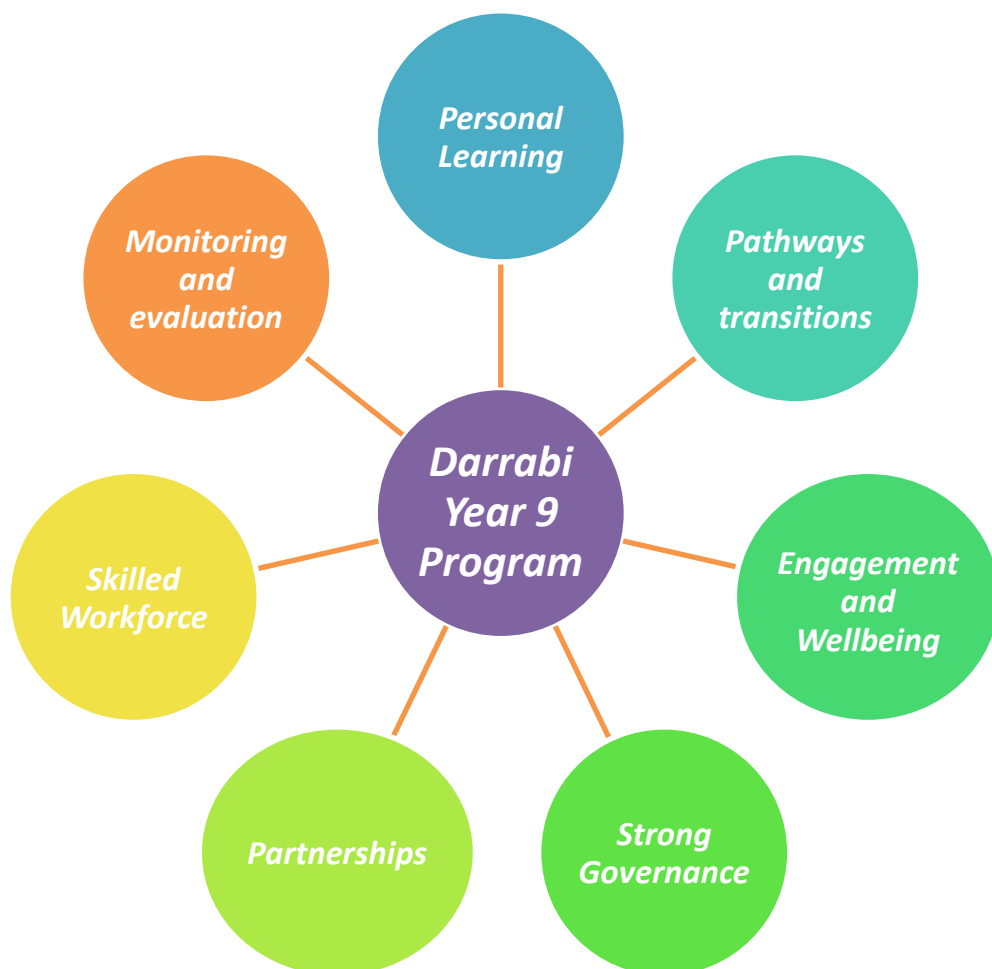
What is the Darrabi Program?

The Darrabi Year 9 Program at Kambrya College is designed to re-engage students in the learning process to prepare them for the pathway for entry into Year 10.

Darrabi means “awaken” in the local Woiwurrung language. The choice of the name reflects the College’s belief that disengaged students are not behaviourally ‘challenging’ students; they are simply students for whom an interest in learning needs to be ‘re-awakened’ to enable them to achieve success at school.

Why the Darrabi Program?

The Darrabi Program has a strong educational focus, aligned with the *Victorian Curriculum* outcome-centred assessments. The program seeks to include greater consideration of boys’ learning styles, involve students directly in learning activities through the inclusion of a series of projects, and to negotiate and discuss teaching and learning with the students.



- **Personal Learning:**

The program is designed to focus on authentic challenges and problems that students must negotiate and overcome, either individually or in teams. The intent is to personalise student learning through presenting tasks in which they are required to become directly involved, provide opportunities for them to assess and test their individual strengths and weaknesses and to develop a better understanding of how a framework of learning can support them in further developing a greater capacity to respond to challenges.

- **Pathways and Transitions:**

The outcomes of the program target participants understanding and awareness of their overall health and wellbeing through active participation and heightened community awareness. Ultimately this will be reflected through:

- Successful completion of subject-based outcomes.
- Successful re-engagement with school, further alternative pathways, or employment.

Maximising opportunity to meet the outcomes will be supported through ongoing 'progress interviews' with students to review their *Student Profiles* and 'evidence of learning' portfolios will be conducted. An end-of-program review of the profiles will provide opportunity to negotiate and identify appropriate pathways beyond the program.

- **Engagement and Wellbeing:**

The program will begin with a strong focus on the individual as a unique learner, starting with a self-evaluation project, the development of student profile and associated portfolio structure. A strong focus on student health and wellbeing will be facilitated through the significant involvement of the Student Wellbeing Co-ordinator and a physical/mental health focus through the timetabled HPE and BRICKs component of the program.

The Darrabi 2022 Program will focus on addressing strategies to focus on student needs for growth and achievement through five key domains (obtained from BSEM):

- **Body:** Building students' capacity by increasing physical regulation of the stress response, de-escalation, and focus.
- **Stamina:** Creating a culture of academic persistence by nurturing resilience, emotional intelligence, and a growth mindset.
- **Character:** Harnessing a values and character strengths approach to instil students' self-knowledge for future pathways.
- **Engagement:** Motivating students with strategies that increase their willingness to learn.
- **Relationships:** Nurturing on-task learning through relational classroom management strategies.

- **Strong Governance:**

The program is overseen by an Assistant Principal, who regularly liaises with the program co-ordinator, its teachers and educational support team to maintain the program goals, targets and core initiatives.

The program co-ordinator is responsible for the day-to-day management of the program, where clear processes for monitoring student progress, outcomes and effectiveness of the program are analysed for ongoing improvement.

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- **Teaching Staff**

The program is supported by a skilled group of educators; including a student wellbeing member and an Assistant Principal.

The teaching staff working within the program are skilled in:

- Identifying individual learning needs and planning a personalised program to respond to these needs.
- A variety of instruction methods and frameworks that may be effective in engaging disengaged learners, such as applied learning.



The wellbeing staff have:

- Experience in supporting the social and emotional development of children and young people using a variety of approaches including individual counselling and group work.
- A strong knowledge of community-based and government services available to support the specific needs of individual young people.

- **Partnerships:**

Students will work collaboratively to link with local organisations to identify fundraising needs and establish a knowledge base around program delivery and logistics. Drawing on this knowledge, student teams will negotiate activities to raise funds and provide additional support, as appropriate, for their chosen local organisation.

Students will work with local primary schools to establish mentoring links with younger students, including special education students at local schools. Links and participation with local businesses and organisations will form a core part of many of the community focused projects throughout the program.

- **Monitoring and Evaluation:**

Students will be directly involved with developing, reviewing, and revising *Student Profiles* as well as an 'evidence of learning' portfolio through a schedule of one-on-one interviews with the program co-ordinator and program teachers.

Success of the program will be based on the attainment of goals as outlined in the student's profile, evidence of learning growth, improved attendance, demonstrated learning through student portfolios, curriculum outcomes, student behaviour management records and effective transition into Yr.10.

Is the program right for my child?

Does your child display any of the following?

- Significant disengagement with mainstream curriculum
- Poor attendance
- Learning difficulties in one or more subjects
- Behavioral inconsistencies linked to disengagement
- A desire to exit the school system
- A lack of academic or vocational direction
- Poor learner self-awareness
- Potential to re-engage and succeed
- A need to build resilience and confidence as a learner

If you have answered "yes" to one or more of the above, the College would encourage you to consider the Darrabi Year 9 Program as an option of your child.

Important Curriculum Information

During the week, the program will be divided amongst the following areas of focus:

- Literacy: divided into *core skills* and *project-based skills*
- Numeracy: divided into *core skills* and *project-based skills*
- Community Connections
- BRICKs
- Health and Physical Education
- Two Year 9 Electives (a total of four Year 9 Electives for the year)

Students will continue to engage in Kambrya's elective program. This program allows students to seek further education in a field of their interest and is a great creative outlet with a range of options available.

Digital Technology in Darrabi

ICT is incorporated in the Darrabi Program through the use of MS Teams and OneNote. Students will have access to a collaborative space, subject roadmaps, coursework as well as daily lesson plans. Using these applications in Darrabi, we work towards:

- Improving engagement – By integrating technology into Darrabi lessons, it provides students with different styles of learning. For instance, delivering teaching through gamification, taking students on virtual field trips, and/or using other online learning resources.
- Improving knowledge retention – Using technology has helped to encourage active participation in the classroom, which is also an important factor for increased knowledge retention.
- Encouraging individual learning – Everyone learns differently and possess different abilities, dependent on the specific subject. Using technology in Darrabi, students are provided with opportunities for making learning to be more effective for everyone. A personalised approach. Using applications such as OneNote, teachers provide differentiated work for students, continuous feedback and support / challenges where needed.
- Encouraging collaboration - Students can practice collaborative skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on TEAMS or by sharing documents on their virtual learning environments (OneNote).
- Students learning useful life skills through technology – Skills developed in Darrabi involve solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. In Darrabi, we use technology to develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails.

What are the future pathways that will be offered to my child as a result of completing the Darrabi Program?



- ***The Darrabi program is individualised.***

As for any student at Kambrya, the right educational pathway is negotiated on a case-by-case basis and is based on student work, initiative, interests, and teacher input. Importantly, the skills taught within the Darrabi Year 9 Program are transferrable to mainstream education.

- ***What are the academic and behavioural expectations of this program?***

The program has been designed around student needs with the intent of developing learner self-awareness. With this in mind, student progress will be chartered from their level of achievement upon entering the program. Data reflecting their current literacy and numeracy skills will be compared with data collected at the end of each term so that progress can be appropriately and accurately reported to parents and students. This data can include in-school literacy and numeracy testing as well as student portfolios, teacher observations and self-assessment and peer-assessment. The focus in the Darrabi Year 9 Program is not where students have started but helping them achieve learning growth, confidence, and achievement.

Curriculum Overview

English	This subject will be geared towards improving literacy and English related skills, namely reading ability and comprehension, writing, viewing, speaking, and listening, and building vocabulary. The curriculum is mapped against both Vic Curriculum outcomes. Assessment will include pre and post testing, self and peer evaluation and teacher judgement. The curriculum is designed to engage students in critical thinking, so as to develop minds that question, learn, and appreciate. Goals will be set for each student, with the aim of achieving growth, and increasing self-confidence in Literacy and English related skills and knowledge.
Maths	This subject is split between developing mental computation skills, theory, and practical components. Assessment will introduce pre and post testing as well as self-evaluation process for students to reflect on their own learning practices. Curriculum is designed in order to develop confident, creative users and communicators of mathematics, who can investigate, represent, and interpret situations in their personal / work lives and as active citizens. The focus will include the need to develop an increasing understanding of mathematical concepts and fluency with processes, as well as pose and solve problems to assist them in other areas of the curriculum, everyday life and to further their mathematical knowledge. This subject will cater for the differing academic ability (HITs being addressed – explicit teaching, collaborative learning, multiple exposures, feedback, and differentiated teaching).
Health and Physical Education	The subject of Physical Education will be aimed towards interpersonal skills and an ability to succeed in team environments. This will include a focus on coaching and peer teaching opportunities that will assist in leadership and communication skills. The focus on Health will be on wellbeing and respectful relationships that will be closely aligned with the BRICKs program. Assessment will focus on collaborative learning experiences and student agency within the assessment process. This subject will aim to cater for different backgrounds and experiences in Physical Education and Health and aim to increase engagement in healthy and active lifestyles.
Community Connections	The Darrabi exclusive 'Community Connections' subject offers the opportunity for the boys to develop both inter-personal and intrapersonal skills to put them in good stead for future endeavours. Throughout the year, the boys will learn about teamwork, resume, and cover letter building, as well as a number of skills applicable for future job applications. The boys will complete many tasks that demonstrate and build their capacities to work in industries of their choice, as well as give back to the local around them. Through connectedness and involvement in the local community, the boys will prepare themselves towards transition into Yr.10 classes with a newfound focus and positivity for their school and world around them.
BRICKs	Year 9 BRICKs subject expands on learning in Year 7 and 8 around a healthy relationship with self and others, with the view to preparing students for the challenges of the senior years of education and beyond. A focus on the school values of Integrity, Respect, Achievement and Compassion aims to give students a chance to develop their own approach to values-based decision making and give them the tools to develop resilience, ownership of their wellbeing and learning data and become independent students and positive members of the community. Areas of specific study will include health education (drug, alcohol, and road safety), respectful and healthy relationships, resilience and emotional intelligence, goal setting and performance monitoring.

In order to meet the goals of the Program, student participants must adhere to the following:

1. Maintain a minimum of 80% attendance (student welfare support will be available to students who have difficulties with high absenteeism/school refusal).
2. Practise the three R's (**R**espect for self, **R**espect for others and taking **R**esponsibility for one's own actions, and reflecting behaviour/learning/achievement that is in line with Kambrya's code of conduct).
3. Alert teachers when feeling unwell or edgy before feeling overwhelmed (where possible) to take proactive action in order to preserve the learning environment.
4. Consider all work/tasks and negotiate time frames well in advance of the general due date to ensure that the work can be completed to the best standard possible.

In order to meet the goals of the Program, parents of student participants must support the following:

1. Support their child's Individual Learning Plan (ILP) or Positive Behaviour Management Plan (PBSP).
2. Support their child's learning activities, planning work and time management.
3. Support their child's high attendance at school and engagement.

Positive Support Behaviour Plans

The College will initiate a personalised Positive Behaviour Management Plan to support students with psychological or behavioural needs, as well as additional student welfare support. The aim is not be to control student feelings / emotions but to work with students so that greater self-awareness can be demonstrated and a proactive approach to their behaviour can be implemented to support them.

Individual Learning Plans (ILPs) and the implementation

We acknowledge that all students are different and have different social, emotional and academic needs. In order to foster a learning environment that is sensitive to those needs, Kambrya College will formulate an Individual Learning Plan for each Darrabi Student. This plan will be negotiated with the student and their parent/guardian. The ILPs will be used in conjunction with student learning portfolios.

ILP's is structured to:

- Contain meaningful measurable goals and strategies to best achieve those goals.
- Outline what the student can currently do.
- Be age and developmentally appropriate.
- Focus on strengths and potential.
- Clearly indicate responsibilities.
- Be regularly reviewed each term or on a need-by-need basis.
- Be individualised and based on a student's needs and aspirations.
- Outline how progress towards goals will be measured.