



GIRLs Program

2022 Information Booklet

Dear Parents / Carer,

Thank you for your interest in Kambrya College's, GIRLs 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 GIRLs 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 GIRLs Year 9 Program attempts to emotionally engage students, building the students sense of self, community connectedness and emotional intelligence.

The following pages explain, in detail, the principles that the GIRLs 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. Information about what educational certificates are available, along with fees has been included for your perusal.

It must be highlighted, in advance, that the GIRLs Year 9 Program offers a modified curriculum. If students wish to pursue a scored VCE pathway, they may be required to 'catch-up' on 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 an application.

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

Yours sincerely,

Jacquelyn Winter

GIRLs Program Co-ordinator



What is the GIRLs Program?

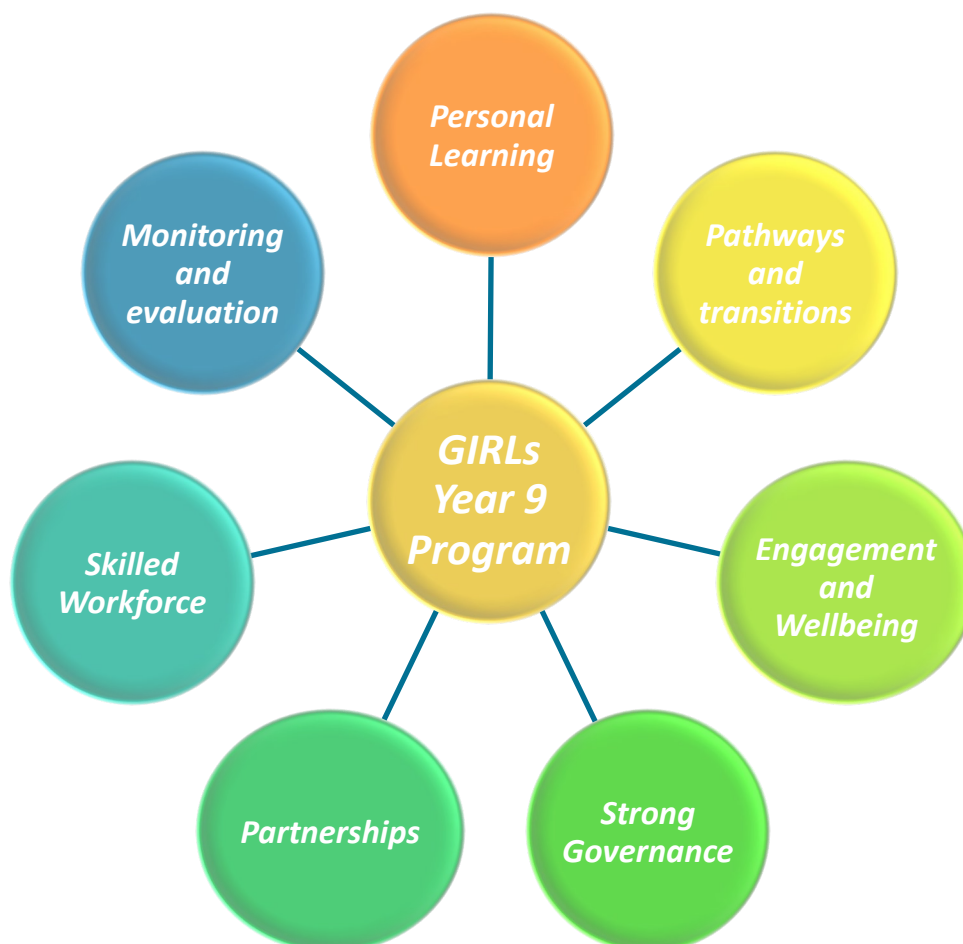
In 2019, Kambrya College launched a Year 9 alternative learning program for a select group of girls, ('Growing Independent Resilient Learners'). The program caters for the learning needs of girls who are disengaged from 'curriculum'. It is designed to re-engage students in the learning process to prepare them for Year 10 and beyond.

The Engagement Program attempts to emotionally engage students, build students' sense of self as a learner, community connectedness and emotional intelligence.

Through the program, students will be provided with additional support to improve their academic achievement, connection to the community and a clear and goal orientated focus. Additionally, student voice and ownership of their learning are essential elements.

Why the GIRLs Program?

The GIRLs Program has a strong educational focus, aligned with the *Victorian Curriculum* and *VCAL* based outcome-centered assessments. The program seeks to include greater consideration of girls' 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 are broad, targeting participant 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 *Student Profiles* will provide opportunity to negotiate and identify appropriate pathways beyond the program, including re-integration into the Year 10 learning program at the College.

- **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 Profiles* 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 Health / PE and BRICKs component of the program.

The GIRLS Program focusses on addressing strategies that emphasise 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 positive values and a 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.

- **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 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 students.

- **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 within the program.

- **Monitoring and Evaluation:**

Students will be inclusively involved with developing, reviewing, and revising their *Student Profiles* as well as their 'evidence of learning' portfolio through scheduled 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 Profiles*, evidence of learning growth, improved attendance, demonstrated learning through student portfolios, curriculum outcomes, student behaviour management records and effective transition into Year 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 GIRLS Year 9 Program as a possible alternative learning option for your child.



Important Curriculum Information

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

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



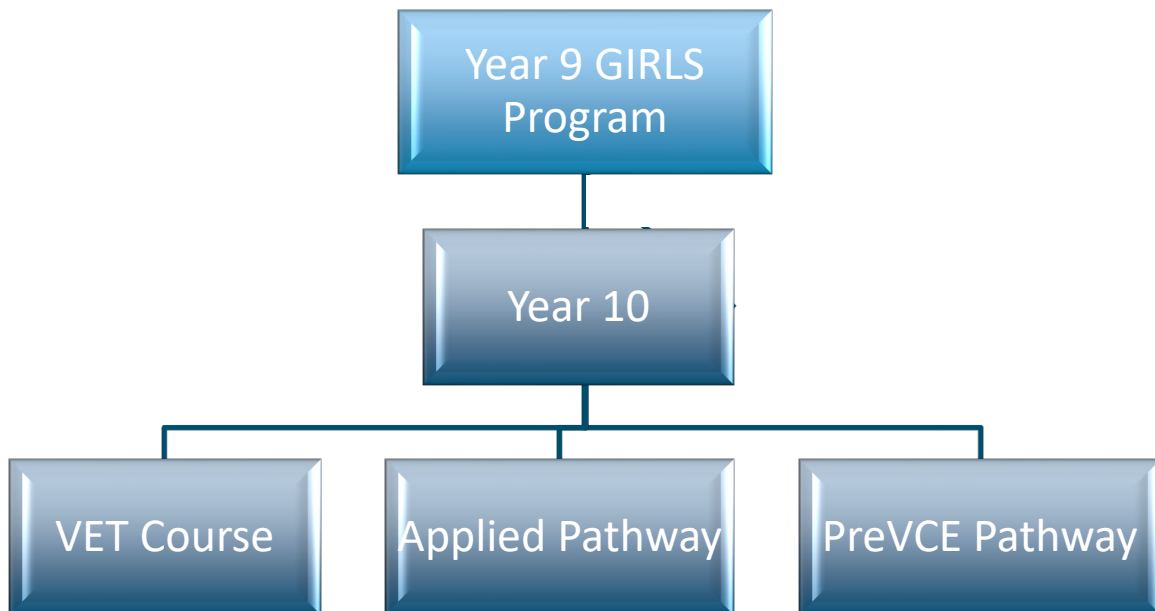
Students will engage in Kambrya's mainstream elective program. The elective program allows students to seek further educational experiences in a field of their interest and is a great creative outlet with a range of options available.

Digital Technology in GIRLS

ICT is incorporated in the GIRLS Program through the subject STEAM, 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, we work towards:

- Improving engagement – By integrating technology into classes, it provides students with different styles of learning. For instance, delivering teaching through the science application Education Perfect, students can participate in online classwork, 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 the program, students are provided with opportunities for making learning more focussed and personalised. Using applications such as OneNote and Microsoft Teams, 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 on OneNote.
- Students learning useful life skills through technology – Skills developed within the program involve critical thinking, developing different forms of communication, leadership skills, and improving motivation and productivity. We use technology to develop many practical skills, including creating PowerPoint presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. The GIRLS program also participate in a STEAM skill extension day at the Casey Tech School in Berwick.

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



- ***The GIRLs program is individualised.***

As for any student at Kambrya, the right educational pathway is negotiated and based on student work, initiative, interests, and student / parent / teacher input. Importantly, the skills taught within the GIRLs Year 9 Pathways 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 monitored 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, self-assessment and peer-assessment. The focus in the GIRLs Year 9 Pathways Program is not where students have started but helping them attain 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 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, 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 processes for students to reflect on their own learning practices. Curriculum is designed 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. This will assist them in other areas of the curriculum, everyday life and to further their mathematical knowledge. This subject will cater for differing academic ability.
Health and Physical Education	The subject is split into Health theory sessions and practical Physical Education sessions. The focus is on developing the students' knowledge on how to maintain or improve their own Health and Wellbeing, including understanding the benefits of physical activity. Curriculum is designed to develop teamwork, leadership, communication, and social skills. Students will develop their ability to become self-aware, increase their self-confidence, self-esteem and respect for themselves and others. A range of incursions and partnerships will assist with students in developing these skills.
Community Connections	The 'Community Connections' subject offers the opportunity for the girls to develop both inter-personal and intrapersonal skills to put them in good stead for future endeavours. Throughout the year, the girls will participate in fundraising events which help to build their time management, teamwork, communication, and leadership skills, as well as giving back to the local community. Through connectedness and involvement in the local community, the girls will prepare themselves towards transition into Year 10 classes with a newfound focus and positivity for their school and being a global citizen.
BRICKs	The Year 9 BRICKs subject expands on learning in Year 7 and 8; focusing on a healthy relationship with self and others, with the view to preparing students for the challenges of senior school education and beyond. A focus on the school values of Integrity, Respect, Achievement and Compassion aim 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, learning data and becoming 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, emotional intelligence, goal setting and performance monitoring.
STEAM	The focus of this study is to promote and empower women in science. By developing the 21 st century skills of each student, using Science, Technology, Engineering, Arts, and Mathematics as a basis for activities. The curriculum is designed to develop students' problem solving, communication, teamwork, persistence, and creative thinking skills. This subject is not offered elsewhere in the College in Years 7 to 9.

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. Practice the three R's (**R**espect for self, **R**espect for others and taking **R**esponsibility for one's own actions and reflecting on own behaviour / learning / achievement that is in line with Kambrya's code of conduct).
3. Alert teachers prior to becoming overwhelmed (where possible); taking proactive action.
4. Consider all work/assessment tasks and organise your time to ensure all work is completed and to best potential.



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.

Behaviour Management Plans

The College will initiate a personalised Positive Behaviour Management Plan (PBMP) to support students with psychological or behavioural needs, as well as additional student welfare support. The aim is not 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 students have varying social, emotional, and academic needs. To foster a learning environment that is sensitive to those needs, Kambrya College will formulate an Individual Learning Plan (ILP) for each student. This plan will be negotiated with the student and their parent/carer. The ILPs will be used in conjunction with student learning portfolios.

ILP's are structured to:

- Contain meaningful measurable goals.
- Strategies to best achieve individualised 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.

