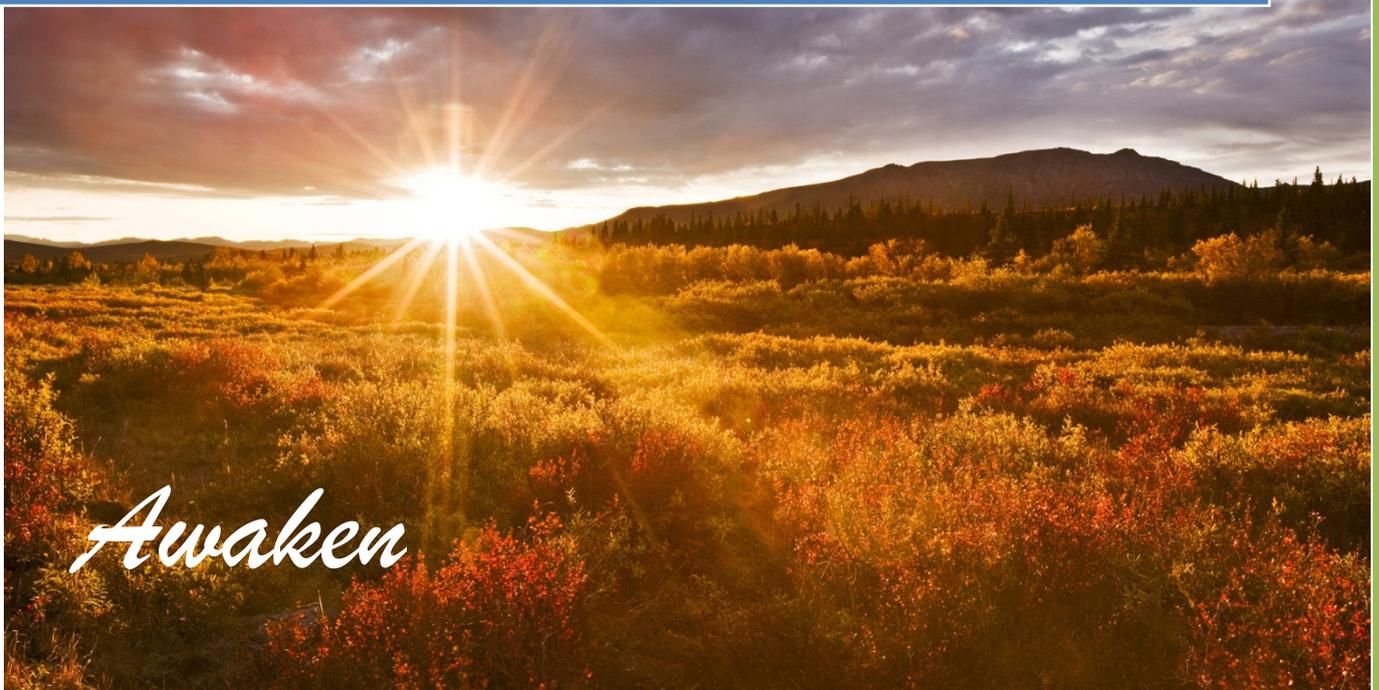


Darrabi Pathways Program Information Booklet



Kambrya College

Dear Parents/Guardians,

Thank you for your interest in Kambrya College's Darrabi Year 9 Pathways 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 and Early Childhood Development have recognised that one size does not fit all. *"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."* Published by the Youth Transitions Division, Department of Education and Early Childhood Development, August 2009.

Developing student awareness of themselves as learners is the core focus of the program. Levels of students participation within the classroom is often hindered by resistance informed by the contextual pattern of disengagement within school. The Darrabi Year 9 Pathways Program attempts to break that pattern by emotionally engaging students, building students' sense of self, community connectedness and emotional intelligence.

The following pages explain, in detail, the principles that the Darrabi Year 9 Pathways 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.

If you have any questions regarding this information, please contact Martin McDonald (Darrabi Pathways Co-ordinator), Andrew Reeves (Student Wellbeing Co-ordinator) or Joanne Wastle (Assistant Principal) at Kambrya College on 9707 7600.

Sincerely,

Michael Muscat
Principal

Martin McDonald
Darrabi Year 9 Pathways Co-ordinator

What is the Darrabi Pathways Program?

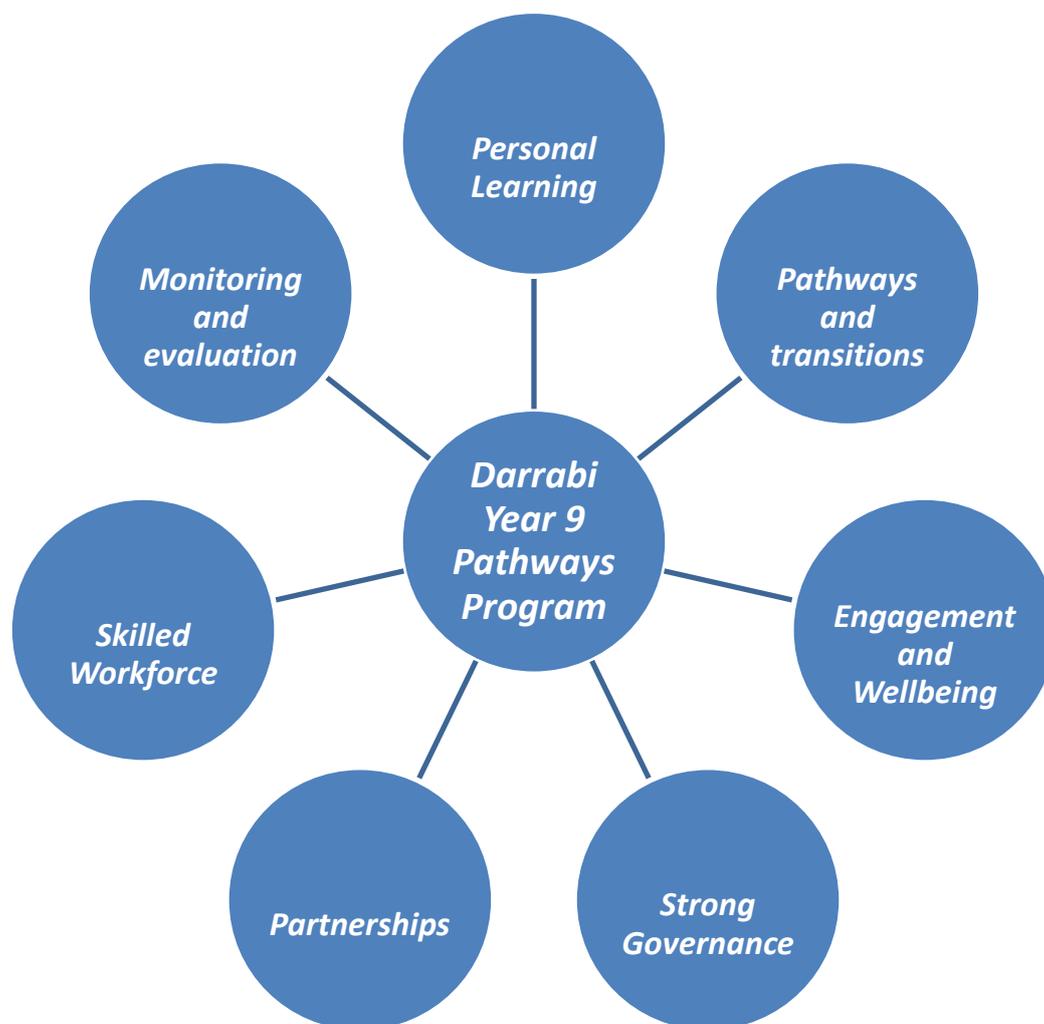
The Darrabi Year 9 Pathways Program at Kambrya College is designed to re-engage students in the learning process to prepare them for entry back into the mainstream Year 10 course or, alternatively, provide a longer-term alternative learning pathway into Year 10 and beyond.

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

Levels of students participation within the classroom is often hindered by resistance informed by the contextual pattern of disengagement within school.¹ The Darrabi Year 9 Pathways Program attempts to break that pattern by emotionally engaging students, building students’ sense of self, community connectedness and emotional intelligence.

Why the Darrabi Pathways Program?

The Darrabi Pathways Program has a strong educational focus, aligned with the *Victorian Essential Learning Standards* (VELS)/Australian Curriculum (AusVELS) and also offering the *Certificate 1 in General Education* (CGEA1). 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.



¹ Deed, C., and Campbell, C. (2007). **Boys Acting Differently: Choice, Engagement and Learning.** *The International Journal of Learning*, 14(2), 149-158.

- **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 a qualification (e.g. First Aid, CGEA1), and;
- 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 *Individual Learning Plans* (ILPs) and 'evidence of learning' portfolios will be conducted. An end-of-program review of ILPs will provide opportunity to negotiate and identify appropriate pathways beyond the program, including re-integration into the mainstream 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 ILPs and associated portfolio structure as well as a phase of negotiated curriculum within the parameters of the program objectives. 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 component of the program.

- **Strong Governance:**

The program is accountable to the College Principal and to School Council. A program co-ordinator is responsible for the day to day management of the program. There are clear processes for monitoring student progress, outcomes and the effectiveness of the program in achieving objectives are documented.

- **Skilled Workforce:**

The program is supported by a skilled group of educators, including the Student Well-being Co-ordinator and one of the College's Assistant Principals.

The teaching staff working within the program are skilled in:

- identifying individual learning needs and planning a learning 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:**

The program will be structured around the AusVELS Interdisciplinary and Personal Learning Domains, which will be incorporated through the literacy and numeracy focus of the course. In addition to this, the key competencies of the *Certificate 1 in General Education (CGEA1)* will help form the focus of content organisation, student monitoring and assessment.

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

Success of the program will be based on the attainment of goals as outlined in the students' ILPs, the evidence provided to demonstrate learning through the student portfolios, attendance records, student management records for the group/s and the end-of-program success of appropriate student pathways, including transition of students back into mainstream education.

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

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

Important Curriculum Information

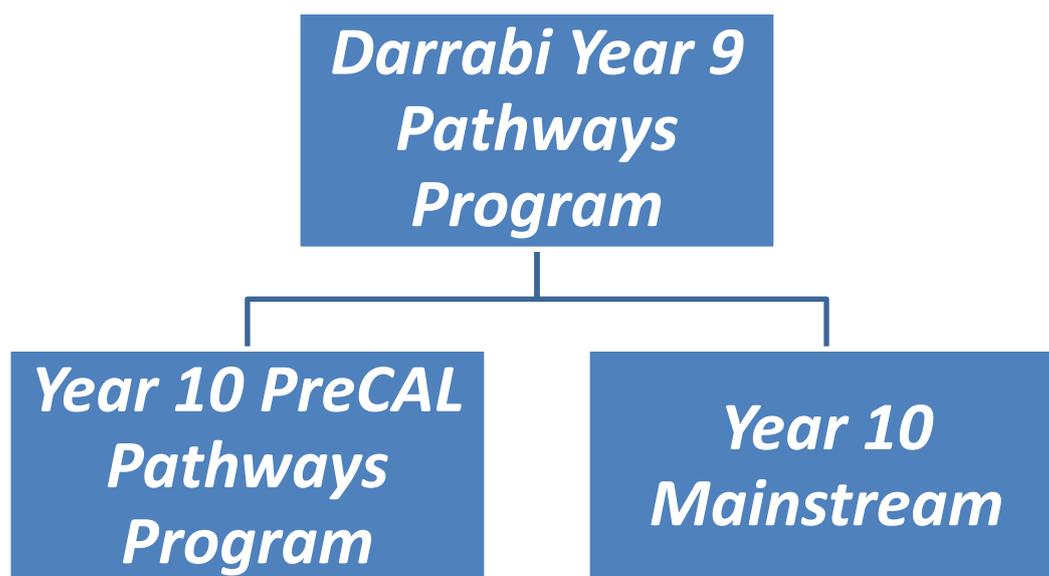
The student week will be divided amongst the following areas of focus:

- Literacy and numeracy, divided into *core skills* and *project-based skills*
- Community Project time
- Community Service time (linked to the projects)
- Health and Physical Education
- Two Year 9 Journey Electives (a total of four Year 9 Journey Electives for the year)

Students will continue to engage in Kambrya’s journey 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 subjects available.

Students will also participate in Kambrya College’s Year 9 **City Program** which develops skills like autonomy and includes a structured week attending excursions in the city.

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



The Darrabi Program is individualised.

Like 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 here are transferrable to mainstream education.

What are the Academic and Behavioural expectations of this program?

The program has been designed around student needs and 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- and peer-assessment. The focus in the Darrabi Year 9

Pathways Program is not where students have started, but helping them achieve progress regardless of their start point.

In order to assist this progress further the College requires 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. Practicing the three R's (**R**espect for self, **R**espect for others and taking **R**esponsibility for their own actions and reflecting behaviour that is in line with Kambrya's code of conduct
3. Alerting teachers to feeling unwell or edgy before feeling overwhelmed (where possible) to take proactive action in order to preserve the learning environment
4. Considering all work/tasks and negotiating time frames well in advance of the general due date to ensure that the work can be completed to the best standard possible
5. Having parent/guardian support of Kambrya's Behaviour Management Plan
6. Parent/guardian support of student activities and assisting students with planning work and time management

Behaviour Management Plans

The college has implemented a Behaviour Management Plan since its opening and all students enrolled at Kambrya have a responsibility to ensure that they adhere to the plan. Individual students who have psychological or behavioural needs will be catered for with the provision of a focus on the learner (which is part of the core Darrabi Pathways Program curriculum) as well as additional Student Welfare Support. The aim here will 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 as they work through any external issues that may be affecting their learning. The highest priority is student wellbeing and the preservation of the learning environment for the benefit of all students.

Individual Learning Plans (ILPs) and the implementation

We acknowledge that all students are different and have different behavioural 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 Pathway Student. This plan will be negotiated with the student and their parent/guardian. The IPLs will be used in conjunction with student learning portfolios.