

GADAL

Information Booklet, Melton

+ *to learn*

+ *to discover*

+ *to grow*



St Francis
CATHOLIC COLLEGE

The Gadad Learning Program

+ The meaning of Gadad

Gadal, a Hebrew word, comes from the Old Testament, where it first appears in the book of Genesis on 12 occasions.

Gadal, according to Bible scholars means to grow up, to be magnified and to do great things. Our vision for Year 9 students is that they can grow up and do great things in their own building separate from the main buildings and programs at St Francis Catholic College. This physical separation for the Year 9 staff and students will allow the formation of strong and positive relationships.

+ Rationale for the Gadad Program

For many years those involved in the education of young people in the middle years and in particular Year 9, have recognised that traditional modes of learning and teaching do not successfully or fully engage the majority of Year 9 students or meet their learning needs. A great deal of research in Australia, USA, UK and Canada supports this understanding and suggests the development of an alternative learning program for Year 9. As a result of this data, the process of developing an alternative Year 9 program, contextually relevant to the needs of St Francis Catholic College, was initiated a number of years ago and has now resulted in the introduction of the Gadad Learning Program. Having a

dedicated space to deliver our yr 9 learning program for our students, with a team of staff with an emphasis on strong relationships and a different model of teaching and learning, will help promote greater openness to learning, a strong sense of connectedness, engagement and self-confidence.

St Francis Catholic College Goals

St Francis Catholic College aims to promote:

- Catholic values
- Community responsibility
- Lifelong education
- Critical thinking
- Learning through experience
- Programs that are relevant
- Build self-esteem
- Personal excellence
- Self Discipline

Gadal Learning Program Goals

The Gadal Learning Program aims to:

- Create high expectations
- Engage and motivate
- Create a positive learning culture
- Help students realise their potential
- Build deep learning

Teachers Deliver

Our staff will collaborate to produce:

- Curriculum that is built on guided learning, project based learning and academic rigor.
- Dynamic and challenging teaching
- Regular communication with parents
- Integrated, flexible and connected learning
- Experiential learning opportunities
- Promotes genuine and active participation
- Promotes student choice



Students in the community demonstrate

- Self-awareness
- Sense of Belonging
- Positive Risk-Taking
- Responsibility
- Resilience
- Leadership
- Developing the Whole Person

Students as learners demonstrate

- Independent and Active Learning
- The Ability to Question, Investigate, Explore and make Decisions
- Problem-solvers, Creative and Critical Thinking
- Self-Reflection and Self-Appraisal
- Self-Motivation
- Self-Management

Curriculum Structure

The curriculum of the Gadal Learning Program follows the Victorian Curriculum and is clustered into 3 learning layers.

To Grow

My Journey



To Discover

Design

Food Studies
Design and Technology Wood
Design and Technology Fibre
Digital Technology

Create

Art
Media
Visual Communication Design
Dance
Drama
Music

Explore

Global Health
Human Development - 'The early years'
Outdoor & Environmental Interconnections
Leadership through Coaching
Athlete Development Program

*Where student numbers do not allow for a viable class or a dedicated teacher is not available the elective may not run.



To Learn

Religious Education
Mathematics
English
Humanities
Science
Health and Physical Education
Languages (Italian)

Curriculum Overview

The Gadgal Learning Program is delivered through three predominant layers of learning. While each layer is host to its own specific developmental goals, each plays an integral role in the enrichment of the others. Each contributes to a holistic learning program which aims to strengthen key academic foundations, broaden life-long skills and challenge students to take calculated risks. The three layers of the curriculum are:

+ To Learn

These subjects are well established as the core of the curriculum and are specifically designed to comply with the Victorian Curriculum in a challenging and rigorous manner. Teachers across these Domains collaborate to ensure that common themes are identified and common skills are applied wherever appropriate. These compulsory classes lay the foundations and structure for academic achievement and rigour now and into the future.

Gadgal Mathematics is a continuation of the program followed in Years 7 and 8. Students will work in ability based classes which can change regularly during the year for the various topics studied.

The study of Italian is compulsory in Year 9. The students can select one of the following options:

Option 1 - Students can choose to study Italian for one semester only.

Option 2 - Students can choose to study Italian for the entire year. This option is recommended to students who wish to continue their Italian studies in year 10.

+ To Discover

The elective program offers three prominent subject clusters based around the remaining Victorian Curriculum Domains with a specific focus on life skills and their application in real world scenarios. Students make choices across the clusters to ensure a broad range of skills are developed and access to the full range of future academic pathways is provided. These subjects are approached with an underlying focus on sustainable development with students being challenged to think about how their new skills could be applied for the benefit of the current generation without compromising the needs of the future.

+ To Grow

This layer offers a unique program which challenges students to explore and understand themselves and their place in the world. They are asked to consider their contribution to the community, and to reflect on how they have developed into the person they are. It also provides them with the opportunity to learn independently and from others, and to identify issues that are meaningful and relevant to them.

+ Student Services (EAL and Student Support)

Where necessary, support staff will work within the classroom environment to support individuals who require additional support. Students are encouraged to seek assistance from support staff as needed. This is to help foster both the independence and maturity required for future years, in a safe and supportive manner.

In addition, travel training is provided to students who may need additional support in accessing the City Experience. Finally, guidance is given regarding pathways for following years, in consultation with the Career's department.

+ My Journey

The 'My Journey' program provides a unique educational opportunity designed to support the development of self-aware, vital, responsible, respectful and resilient young adults. This is achieved by raising young peoples' consciousness about transitioning from child to adult and having conversations with them about what really matters.

The year-long program uses a rite of passage framework to deepen the students' experiences of this important life transition and encourages ongoing development of self-awareness and builds strong, honest and respectful relationships with peers, parents and teachers. There is a focus on role modelling.

+ The Essential Capabilities

The following capabilities have been identified as essential across all learning areas. These capabilities will be taught consistently and explicitly across all subjects in the Gadal Learning Program. These capabilities are fundamental for effective learning across the curriculum.

+ Critical and Creative Thinking Capability

Enables students to develop an increasingly sophisticated understanding of the process they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build successful ones.

+ Ethical Capabilities

Explores what it means for both an individual and society to live well. Students examine what we should do, how we should live, what kind of society we should have and what kind of a person one should be.

+ Intercultural Capability

Is strongly connected to those areas of learning concerned with people and their societies, relationships and interactions, including the Personal and Social capability knowledge and skills related to **empathy, openness, respect and conflict resolution**.

+ Personal and Social Capabilities

A focus on understanding students identity, expression of emotion and navigating different types of relationships, including working corroboratively with other students. This capability supports students and helps to prepare them to face challenges with resilience and confidence.

Explanation of electives

+ Design

This cluster of electives students can specialise in a specific area of design and technology specialising in either Food, Wood or Fibre. Throughout the semester they use the design process to develop design briefs which define and pose problems which students work through to generate and produce designed solutions. Students safely and efficiently create food products, models to specifications and standards. They further develop their skills in using suitable materials and ingredients and a range of techniques, equipment and tools to produce creative products. Students develop appropriate evaluation criteria and use them to assess their design ideas, choice of ingredients or materials and production techniques. They learn to analyse and evaluate a new material or process and discuss innovative and emerging technologies in primary and /or manufacturing industry.

Food Studies

Food Studies continues to develop students' awareness of food through an integration of theoretical knowledge and practical skills. Students investigate and make judgements on how the principles of nutrition are used to support personal wellbeing and the link between food and mental health, students learn food safety, preparation, presentation, sensory perceptions of the food they'll make. Emphasis is placed on the design process where students build a sound knowledge of the skills required when working with food. Throughout the semester students are given design briefs which require them to plan, prepare and evaluate a variety of dishes to determine their suitability for the intended purpose. Students explore Indigenous Australian culture by examining traditional bush foods and contemporary recipes incorporating them. They delve into the evolution of Australian cuisine, tracing its development through post-war migration, refugee resettlement, and various cultural influences.

Design Technology Fibre

Fibres and fabrics play a large part in our lives. To enable students to make informed decisions about textile performance, a variety of design briefs will introduce them to the exciting possibilities of embroidery, product and garment construction. Students research and explore fibres, construction techniques, fashion trends and experience the satisfaction of designing and making articles for their personal use.

Design Technology Wood

Materials Technology Wood, aims to extend students' knowledge of working with timber and tools. Students work through the design process to investigate, generate, produce and evaluate timber products using various techniques. In these productions students will be able to determine the design, dimensions, methods of joining timber, the safe and correct use of hand and power tools, and to evaluate the finish of these products. Students will critically analyse and evaluate factors, including cost, ethical and sustainability considerations, that impact on designed solutions.

Digital Technology

Students will be introduced to programming to complete simple and gradually more complex tasks. This enables them to consider programming logic and sequencing to achieve a predetermined result. They will put these skills to use practically through the use of robotics. Students will investigate web-authoring software and use classes to produce functioning and visually pleasing web pages.

Create

This cluster of electives provides students opportunities to design, make and present art works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts.

Art

Art gives students opportunities to be creative in the making of artworks. It also allows students to explore art history and to consider the reason why people want to be artists. Visual art is like discovering another world and immersing yourself in that world through the use of a variety of materials, mediums and techniques. In this course students may develop works which are two dimensional ('paintings'), or they may create three dimensional works ('sculpture'). This is a hands-on course, which promotes creativity, innovation and the development of technical skills in a fun working environment which may assist students in building their knowledge and skills in preparation for courses at VCE.

Media

Students will explore and experiment with a diverse and evolving collection of media forms and texts used to communicate and represent ideas. The students will develop and refine their ideas within the production process; while understanding techniques, processes and technologies involved in media. Students will also learn to analyse and interpret meanings and values in media.

Music

This subject caters for students with a keen interest in developing their understanding of music. It aims to enhance students' existing ability to play an instrument. Students will also work with other members of the group to produce a successful performance piece. This course seeks to prepare students should they choose VCE Music Performance.

Visual Communication Design

Students examine the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students employ a design process to generate and develop visual communications. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the semester students explore manual and digital methods to develop and refine presentations.

Dance

The dance elective is for students with a keen interest in improving their knowledge about the history and choreography in traditional styles of dance including: Classical Ballet, Jazz and Contemporary. Students will create their own dance pieces and will be taught choreography which will be performed to an audience to improve their dance skills and performance qualities. This course seeks to prepare students should they choose VCE Dance. Previous dance training will be beneficial for this subject.

Drama

Year 9 Drama presents the opportunity for students who enjoyed Drama in the junior levels to begin to master their performance technique. Students take responsibility for creating performance works as individuals and also within a cast. Students manipulate expressive skills and stagecraft elements to devise non-naturalistic performances.

+ Explore

This cluster of electives provides students with opportunities to study issues regarding health and lifestyle. Students will undertake research into a wide range of factors which contribute to or limit opportunities to grow, learn and live as healthy individuals in thriving communities. Students will also have the opportunity to develop practical or theoretical skills which can inform their lifestyle choices and engage them in the quest to live a healthy active lifestyle.

Global Health

Students learn how to analyse a variety of health data. They compare and contrast health status measurements between Australia and countries across the world and investigate in detail the reasons why these similarities and differences exist. Students also investigate the different areas of health and wellbeing including the interrelationships between the five dimensions of health and wellbeing.

Human Development - 'The early years'

Students will explore the stages of human development from conception through to early childhood. Students will be given an in-depth understanding of factors which can affect and limit the growth and development of a baby whilst also considering a wide range of healthcare issues and services available in the wider community. The Baby Think It Over Program allows students to gain a practical insight into the challenges of caring for a newborn baby.

Leadership through Coaching

Students will explore various sports coaching and leadership techniques whilst also considering the role of sport in providing opportunity for human health and wellbeing in a community. Students will undertake research into the sustainable development of major sporting organisations and brands and consider how they can efficiently use the earth's resources to provide sporting resources and opportunity for an increasingly populated planet. Students will also plan and deliver sporting activities for a community group with the aim of improving the health and wellbeing of that particular target audience.

Outdoor & Environmental Interconnections

Students will investigate the history of Australian Outdoor Environments through the theory of plate tectonics and analyse the development of Australia's environments using the three characteristics of geological stability, biological isolation and climate variation. Students explore relationships with Australia's outdoor environments from Indigenous Australians to today's contemporary relationships. They will analyse human relationships through identifying different perceptions, interactions and describing the impacts of these interactions upon the environment. Students will undertake many activities within outdoor environments, including a 2 night and 3-day camp, mountain biking and rock climbing. To safely undertake these activities students, learn the basics of navigation and route planning, how to identify and minimise risk while in the outdoors and how to plan, and cook a meal on camp stoves. Finally, students will investigate their own impacts upon the environment, research societies impacts, and suggest ways in which individuals and society can reduce their impact upon the environment through more sustainable practices.

+ Athlete Development Program

Applications for the Year 9 Athlete Development Program open in Term 4, 2024

Entry to the Athlete Development Program (ADP) is through an application process. Each application is assessed on sporting, behavioural and academic merit. Successful students must represent the school, academy, and themselves by participating to the best of their ability in all aspects of student life.

Successful applications will be divided into two cohorts, with each cohort assigned to a semester. Students in the ADP will participate in the program for semester one or two only. At the end of the year, a single cohort of 24 students will be selected to continue with the Elite Sports Academy (ESA) program in Years 10 to 12. Students must apply at the end of Year 9 to enter the ESA in Year 10. All students are assessed by academic, behavioural and sporting criteria, as well as their contribution to the Academy throughout their respective Year 9 semester.

Athlete Development Program/Elite Sports Academy Structure

Both the ADP & ESA consists of both theory and practical components with regular assessments throughout the fully structured curriculum from Year 9 through to Year 12, with the ADP encompassing extra-curricular training sessions during Years 7 & 8. Upon completion of Year 12, students will attain a Certificate III in Sport and Recreation and have completed 4 VCE units between Years 10 & 12.

The practical component is designed to assist each student in their sports participation internally and externally of the school, by providing exposure to high level strength and conditioning training within the program structure. These sessions will educate students on strength training and cardiovascular training to help minimise injury risk and help them perform to the best of their ability in their chosen sport. This strength and conditioning program will begin with body weight movements, mobility, flexibility and light resistance exercises in Year 9, and will develop into a fully tailored training program for Years 10 to 12.

Units of Study:

- Goal Setting and Healthy Habits
- Nutrition for Life
- Fitness for Life
- Strong Mind, Strong Athlete

Subsequent years in the program - Elite Sports Program (ESA)

The ESA uniform is a requirement to participate in the program from Year 10 onwards. There is no specific uniform for the ADP in Year 9, however College PE uniform must be worn to all ADP classes.

There are additional costs each year and whenever uniform items require replacing. Students will not be required to pay the same full amount after initial year in the program unless new/replacement uniform items are required. Towels are replaced annually for hygiene reasons.

Year 10 \$500.50 (or \$566.50 with optional ¼ Zip Jumper)

Includes Puma ESA uniform (2x training tops, 2x training shorts, 1x training singlet, 1x tracksuit pants & 1x jacket, ¼ zip jumper is optional) Also includes gym towel, journal & strapping/taping kit

Year 11 \$44 (Gym towel & journal)

Year 12 \$44 (Gym towel & journal)

Please refer to the College website for more information about the Elite Sports Academy and Athlete Development Program, or to contact the Academy staff.