



Caulfield
grammar school

Middle Years Learning Program 2024



Years 7 to 9
Wheeler's Hill Campus

Our Purpose, Vision and Values.

Our Purpose.

To enable quality learning everyday in every experience for every learner for life.

Our Vision.

We aim to be a leading internationally recognised co-educational school, fostering responsible global citizens.

Our Values.

We are one school inspired by our Anglican tradition and are committed to modelling our values for all learners. We celebrate these five values, which guide our decisions, philosophies and behaviour.

PURSUIING *Excellence* 

INSPIRING *Creativity* 

THRIVING *Together* 

EMBRACING *Diversity* 

LIVING *Wholeheartedly* 

Welcome to the Middle Years at Caulfield Grammar School.

The Middle Years of schooling are crucial to shaping the knowledge, skills, values, beliefs, character and learner attributes required to successfully navigate the transition to Senior School, employment and to thrive in adult life.



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Learner Profile.

As Middle Years learners at Caulfield Grammar School, we strive to be...

The aim of all IB programs is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents ten attributes valued by the IB and Caulfield Grammar School.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COURAGEOUS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Source: <http://www.ibo.org>



Learning in our Middle School.



The Middle Years of schooling are crucial to shaping the knowledge, skills, values, beliefs, character and learner attributes required to successfully navigate the transition to Senior School, employment and to thrive in adult life. More immediately though, the middle years also provide an important transition from the primary years to the secondary years of school life where a love of learning and a learning culture that promotes inquiry can be carefully nurtured.

The adolescent years are clearly a time of significant change: intellectual, physical, social, spiritual and emotional. Fundamental to our programs throughout Years 7-9 is providing an engaging curriculum which invokes student passion and interest whilst amplifying their curiosity as learners. Educational experiences in the middle years endeavour to enlighten, empower, enrich and transform students. They provide a broad experience of skills for life and a strong academic foundation. Students learning how to learn, not just what to learn, and students making practical and authentic connections between their studies and the real world through guided inquiry are a central focus of the middle years.

The middle years learning program at Caulfield Grammar School is aligned to the **International Baccalaureate Middle Years Programme (MYP)**. The MYP is not the curriculum or the content of what students learn – it is a framework for how the disciplines and faculties work together to create a consistent language and experience for our students. This curriculum framework guides teaching and learning practices and delivers content specified by the Australian Curriculum. The MYP provides a world-class framework to deliver quality teaching and learning and is underpinned by a strong focus on Literacy and Numeracy.

The middle years learning program comprises eight subject groups, providing a broad and balanced education for early adolescents. Students study courses in the following subject areas in each year of our Middle School:

- Arts
- Design
- Individuals and Societies
- Language Acquisition
- Language and Literature
- Mathematics
- Physical and Health Education
- Sciences

The MYP ensures breadth and depth of understanding through study in these eight subject groups, and approaches to learning so that students engage with big ideas, rather than simply memorising facts. In an MYP classroom, students draw connections between subject disciplines that are explicitly linked to the world around them. All learning is contextualised and driven by students understanding of concepts.

MYP learning experiences examine global points of view wherever possible in order to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

ARTS

Students develop their skills through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. Students have opportunities to function as artists, as well as learners of the arts. Across their time in the Middle School, students undertake compulsory studies in both Visual and Performing Arts.

DESIGN

Provides students with the opportunity to apply the design cycle as a way of structuring their inquiries. Students apply practical and creative thinking skills to solve design problems, and consider their responsibilities when making design decisions and taking action. Students explore the role of design in both historical and contemporary contexts. The course includes a focus on both product and digital design, with a focus on sustainability.

INDIVIDUALS AND SOCIETIES

Encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

LANGUAGE ACQUISITION

Values language as central to the development of critical thinking, which is essential for cultivating intercultural understanding and responsible membership in local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework that supports the construction of conceptual understanding. All Middle School students undertake a compulsory language from Year 7 through to the end of Year 9.



[Click here
for Year 7
course details](#)

[Click here
for Year 8
course details](#)



LANGUAGE & LITERATURE (ENGLISH)

Enables students to interact with a range of texts, generating insight into moral, social, economic, political, cultural and environmental domains. Students develop their skills in reading, writing, speaking, listening, viewing and presenting. They continually grow in their abilities to form opinions, make decisions, and reason ethically.

MATHEMATICS

Encompasses number, algebra, geometry and trigonometry, statistics and probability. Students learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems.

PHYSICAL & HEALTH EDUCATION

Empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. P&HE focuses on both learning about and learning through physical activity.

SCIENCES

Fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students explore Chemistry, Biology, Physics and Earth Sciences, and are encouraged to investigate issues through research, observation and experimentation, working independently and collaboratively.

Click here
for Year 9
course details





THE MYP CORE

In addition to the IB Learner Profile and the Approaches to learning, also at the core of the MYP are Global Contexts, Service and action and MYP Projects.

GLOBAL CONTEXTS

Real-world learning is achieved in the MYP by the Global Contexts – a set of broad, meaningful contexts that direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Teachers use one of the following six Global Contexts to guide exploration in every unit of study.

- 
identities and relationships
- 
orientation in space and time
- 
personal and cultural expression
- 
scientific and technical innovation
- 
globalisation and sustainability
- 
fairness and development

SERVICE AND ACTION

Students engage in developing an understanding of self and our responsibilities as a member of a community through taking action to build on the strengths and to address identified needs in the community

THE COMMUNITY PROJECT

The Community Project is a culminating independent inquiry for Year 9 students. Students choose an area of interest to develop an independent inquiry that aims to strengthen their understanding of the responsibilities of being a member of a community, planning for and taking principled action in the process. Throughout the project they will develop and demonstrate a variety of approaches to learning skills



Our approach to Teaching & Learning.

The MYP emphasises learning to learn. Teachers develop curriculum units so that they directly help students develop transferable approaches to learning (ATL) skills that will prepare them to perform well in a range of situations. When teachers plan units of work, they identify the specific ATL skills that students will be taught and have the opportunity to practice in that unit, develop these skills to help them meet the subject group objectives important in that unit and beyond.



THE FIVE MAIN CATEGORIES OF APPROACHES TO LEARNING

 Communication	Communication skills	Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information.	<ul style="list-style-type: none"> • Expressing oneself • Structuring ideas coherently • Using language in different settings • Listening to others
 Social	Collaboration skills	Working effectively with others.	<ul style="list-style-type: none"> • Being empathetic • Negotiating • Building consensus • Listening to and giving feedback
 Self-management	Organisation skills Affective skills Reflection skills	Managing time and tasks effectively. Managing state of mind (e.g. mindfulness, perseverance, emotional management, self-motivation, resilience). (Re)considering the process of learning; choosing and using approaches to learning.	<ul style="list-style-type: none"> • Using time efficiently • Emotional management • Being resilient • Learning about learning
 Research	Information literacy skills Media literacy skills	Finding, interpreting, judging and creating information. Interacting with media to use and create ideas and information.	<ul style="list-style-type: none"> • Collecting and interpreting data • Analysing sources • Referencing • Use of multimedia
 Thinking	Critical thinking skills Creative thinking skills Transfer skills	Analysing and evaluating issues and ideas. Generating novel ideas and considering new perspectives. Using skills and knowledge in multiple contexts.	<ul style="list-style-type: none"> • Evaluate perspectives • Make generalisations • Develop coherent arguments • Be creative • Use knowledge in different settings

Middle Years Assessment.



- Assessment is integral to the learning process
- Teachers use a range of assessment strategies to monitor student learning
- Assessment tasks provide feedback on what students have learned
- Assessment is ongoing, varied and integral to the curriculum
- Assessment may be formal or informal, formative or summative, internal or external

OBJECTIVES AND CRITERION

Each of the eight MYP subject groups has its own set of four objectives, A through to D.

	CRITERIA A	CRITERIA B	CRITERIA C	CRITERIA D
Language and Literature	Analysing	Organising	Producing text	Using language
Science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of Science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying Mathematic in real-world contexts
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
The Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Each objective is aligned with a corresponding assessment criterion (objective A is aligned with criterion A, and so on), with the general information in criterion A reflecting the general description of objective A. The assessment criterion breaks down the strands of its corresponding objective into achievement levels (numerical values) that appear in bands, with each level describing student performance in ways that teachers can use it to determine how successfully each student has met the objective.

FINAL CRITERION ACHIEVEMENT LEVELS

To determine the final criterion achievement level at the end of a semester, teachers use data on performance in a range of assessment tasks to enable them to make a professional and informed judgment. Teachers will analyse the achievement levels of students over the course of the semester (or year for year-long courses) to represent the student's summative performance level out of eight in each criteria for that period, using 'best fit' practices while paying particular attention to patterns in the data, consistency and mitigating circumstances.

OVERALL ACHIEVEMENT GRADES

For year-long courses, an overall achievement grade can be calculated in Semester 2 by totalling the four criterion grades then use the "MYP general grade descriptors" to convert the criterion levels total into a grade based on a scale of 1-7. The descriptors provide an indication of what the student learning has demonstrated.



MYP GENERAL GRADE DESCRIPTORS

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



Caulfield
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Mind for life.

CAULFIELD GRAMMAR SCHOOL

CRICOS provider number 00136F
ABN 79 004 170 772

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Admissions 03 8562 5222

MALVERN CAMPUS

Early Learning to Year 6
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Glen Iris VIC 3146
Reception 03 9805 9300
Admissions 03 9524 6333

CAULFIELD CAMPUS

Years 7-12, Boarding from Year 9
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East St Kilda VIC 3183
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