



**Caulfield**  
grammar school

## Middle Years Learning Program 2025



**Years 7 to 9**  
**Whealers Hill Campus**



## Our Purpose

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

## Our Vision

To be a leading, internationally recognised, co-educational school fostering responsible global citizenship.

## 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.

- PURSUING *Excellence*
- INSPIRING *Creativity*
- THRIVING *Together*
- EMBRACING *Diversity*
- LIVING *Wholeheartedly*

LABORA UT REQUIESCAS

'Work hard that you may rest content'

# 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: [www.ibo.org](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.

Caulfield Grammar School is authorised to deliver 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.



Learning in our Middle School







## 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.





## 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.



## 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	<b>Communication skills</b>	Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information.	<ul style="list-style-type: none"> <li>• Expressing oneself</li> <li>• Structuring ideas coherently</li> <li>• Using language in different settings</li> <li>• Listening to others</li> </ul>
 Social	<b>Collaboration skills</b>	Working effectively with others.	<ul style="list-style-type: none"> <li>• Being empathetic</li> <li>• Negotiating</li> <li>• Building consensus</li> <li>• Listening to and giving feedback</li> </ul>
 Self-management	<b>Organisation skills</b>  <b>Affective skills</b>  <b>Reflection skills</b>	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"> <li>• Using time efficiently</li> <li>• Emotional management</li> <li>• Being resilient</li> <li>• Learning about learning</li> </ul>
 Research	<b>Information literacy skills</b>  <b>Media literacy skills</b>	Finding, interpreting, judging and creating information. Interacting with media to use and create ideas and information.	<ul style="list-style-type: none"> <li>• Collecting and interpreting data</li> <li>• Analysing sources</li> <li>• Referencing</li> <li>• Use of multimedia</li> </ul>
 Thinking	<b>Critical thinking skills</b>  <b>Creative thinking skills</b>  <b>Transfer skills</b>	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"> <li>• Evaluate perspectives</li> <li>• Make generalisations</li> <li>• Develop coherent arguments</li> <li>• Be creative</li> <li>• Use knowledge in different settings</li> </ul>

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

# Learning Program Snapshot.

In the Middle School there is a strong emphasis on holistic educational experiences which develop students intellectually, socially and emotionally. Our curriculum offering focuses on engaging students with real world issues and through inquiry and problem solving they work together to build solutions which have benefit to society. It is an academically rigorous learning program preparing students for transition into the Senior School and the VCE program to follow.

## Year 7

### CORE SUBJECTS

- Design
- Individuals & Societies
- Language Acquisition – core choice between:
  - Chinese (Mandarin)
  - German
  - French
- Language & Literature (English)
- Life & Faith
- Mathematics
- The Arts:
  - Music (including Instrumental music)
  - Performing Arts (semesterised)
  - Visual Arts (semesterised)
- Physical & Health Education
- Sciences

## Year 8

### CORE SUBJECTS

- Design
- Individuals & Societies
- Language Acquisition (continued learning of language studied in Year 7)
- Language & Literature (English)
- Life & Faith
- Mathematics
- The Arts:
  - Music
  - Performing Arts (semesterised) (Theatre or Dance option)
  - Visual Arts (semesterised)
- Physical & Health Education
- Sciences

### LEARNING MENTORS

Each class in Year 7 and 8 is supported by a Learning Mentor. This second qualified teacher works with the student and the subject teacher to ensure the most effective learning is taking place in each class. The Learning Mentor accompanies the students throughout the range of learning experiences across the days and weeks of the year.

### EDUCATION OUTDOORS

Our unique Yarra Junction campus is where students are challenged in an inspiring natural learning environment. Here they develop practical skills, leadership skills, and life skills – and consider the effect of their actions and lifestyle on the world around them. Year 7 students enjoy a 5 day camp at the Yarra Junction Campus as part of the Education Outdoors program. In Year 8, this program is extended to 11 days at Yarra Junction.







## Year 9

### CORE SUBJECTS

- The Arts\*
- Design\*
- Individuals & Societies (History, Geography & Commerce)
- Language Acquisition (continued learning of language studied in Year 7 and Year 8)
- Language & Literature (English)
- Mathematics
- Physical & Health Education
- Sciences

### CORE CHOICES

Subject groups indicated with an asterisk (\*) offer core choices of semesterised courses. Students are to select two units from each subject group.

#### The Arts

- Acting for Camera
- Dance
- Art
- Architecture & Interior Design
- Media & Animation
- Fashion & Textiles
- Photography
- Music Performance
- Music Technology

#### Design

- Systems Engineering
- Design Engineering
- Product Design & Technology
- Applied Computing & Algorithmics
- Creative Technology
- Robotics

### CAFÉ PROGRAM

The Café Program provides our students with an experiential learning opportunity where they can build skills and knowledge in hospitality to develop their own café business. This immersion experience will involve students planning, making then selling their produce to the School community while completing a unit of a Vocational Education Training (VET) course in the process. Students undertake a variety of roles within the café, inquiring into topics including cooking, accounting, budgeting, marketing, sustainability, safe food handling and nutrition.

### EXPEDITION

The Expedition is an extended journey of personal inquiry for Year 9 students. Applying the model of **inquiry – action – reflection**, the Expedition will take students from the familiarity of their normal school and family routines, placing them into a landscape that deliberately challenges and deepens their understandings of themselves, of other people, and their own country. In 2024, the Expedition is to the Northern Territory.

### BROAD & BALANCED EXPERIENCES

As well as these courses, Middle School students can engage in a range of associated learning experiences including:

- Dance
- Debating
- Education Outdoors
- Enrichment Activities
- House Activities
- Instrumental Music
- Music and Theatre Productions
- Music Ensembles
- Services of Worship
- Sport
- Leadership Programs

## Year 10

## Years 11 and 12 – The Victorian Certificate of Education

Learning Area	Year 10 Entry Level	VCE Units 1 and 2	VCE Units 3 and 4
<b>Chinese</b>	Chinese Mandarin Chinese Second Language Chinese Second Language Advanced	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture and Society	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture and Society
<b>Commerce</b>	Commerce (S)	Accounting Business Management Economics Legal Studies	Accounting Business Management Economics Legal Studies
<b>English</b>	<b>English</b> Creative Writing (S) English Language (S)	<b>English</b> English Literature English Language Foundation English (Yr 10 students)	<b>English</b> English Literature English Language
<b>English as an Additional Language (EAL)</b>	<b>English as an Additional Language (EAL)</b>	<b>English as an Additional Language (EAL)</b>	<b>English as an Additional Language (EAL)</b>
<b>French</b>	French		
<b>German</b>	German	German	German
<b>Health and Physical Education</b>	<b>Physical Education (Rec.)</b> Applied Human Movement (S)	Health and Human Development Physical Education Outdoor and Environmental Studies	Health and Human Development Physical Education Outdoor and Environmental Studies
<b>Hospitality</b>	Cookery (VET)	Cookery (VET)	Cookery (VET)
<b>Humanities</b>	<b>History: Australia and the Modern World</b> Global Politics (S) Geography – Environmental and Human Wellbeing (S) History: Civil Rights and Freedoms (S) Conspiracies throughout History (S)	Geography Modern History Politics	Geography History: Revolutions Global Politics
<b>Design and Technology</b>	Applied computing and algorithmics (S) Product Design and Technology (S)	Applied Computing Product Design and Technology	Software Development Product Design and Technology Algorithmics
<b>Mathematics</b>	<b>Mathematics 10 Standard</b> <b>Mathematics 10 Advanced</b> <b>Mathematics 10A Enrichment</b> <b>Mathematical Methods</b> <b>Foundation Mathematics</b>	Mathematics – General Mathematics – Methods Mathematics – Specialist	Mathematics – General Mathematics – Methods Mathematics – Specialist

Learning Area	Year 10 Entry Level	VCE Units 1 and 2	VCE Units 3 and 4
<b>Music</b>	Music (S) VCE VET Music – Cert. III (two year course)	Music (S) VCE VET Music – Cert. III (two year course)	Music VCE VET Music – Cert. III
<b>Science</b>	<b>Science Extension</b> <b>Science</b> <b>Science in Action</b> <b>Psychology (S)</b>	Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
<b>Theatre</b>	Dance (S) Theatre Studies – Performance (S) Theatre Studies – Production (S)	Dance Theatre Studies	Dance Theatre Studies
<b>Visual Arts</b>	Art Visual Communication Design: Architecture Visual Communication Design: Graphics Film & Animation Photography: In the field Fashion VCE VET Creative Digital Media	Art: Creative Practice Visual Communication Design Media Art: Making & Exhibiting VCE VET Creative Digital Media	Art: Creative Practice Visual Communication Design Media Art: Making & Exhibiting VCE VET Creative Digital Media

**Core Studies (Bold)**    Elective Studies    Semester Subject (S)







Caulfield  
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# Mind for life.

## CAULFIELD GRAMMAR SCHOOL

CRICOS provider number 00136F  
ABN 79 004 170 772

## WHEELERS HILL CAMPUS

Early Learning to Year 12  
74-82 Jells Road  
Wheelers Hill VIC 3150  
Reception 03 8562 5300  
Admissions 03 8562 5222

## MALVERN CAMPUS

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

## CAULFIELD CAMPUS

Years 7-12, Boarding from Year 9  
217 Glen Eira Road  
East St Kilda VIC 3183  
Reception 03 9524 6300  
Admissions 03 9524 6333

## CONNECT WITH US

[cgs@caulfieldgs.vic.edu.au](mailto:cgs@caulfieldgs.vic.edu.au)



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