



International School
of **Western Australia**

Educating Global Citizens

Secondary School Course Handbook



Our Purpose

Empowering students' unique development in an inclusive, inquiry-focused environment, to thrive in the world.

Our Commitments

Community

We value a diverse community where everyone is safe, included, appreciated, and feels free to be themselves. We recognise that our school community, the host country, and the international community provide an invaluable opportunity for us to be enriched by the perspectives of others. We are committed to collaborate and communicate effectively, and with empathy.

International Mindedness

We embrace the opportunity to see the world from various perspectives. We respect the ideas and cultures of others. We create new understandings through connections. We are committed to a diverse, equitable, and inclusive society, and maintaining a global perspective.

Student Advocacy

We believe that self-directed learners are more inspired to find and pursue their passions and in doing so develop deeper engagement with their learning. We are committed to teaching students to take a proactive role in designing and evaluating their own learning, as well as finding their own voice as advocates.

Personalisation

We are an inclusive international school whose learners have different skills and interests and come from diverse educational experiences. Everyone has a unique background, learns differently, and at their own pace. We are committed to adapting and refining our strategies and approaches to support those differences.

Sustainability

We recognise we live in a world of limited resources. We are committed to encourage and create actions and behaviours for sustainability around the school, within our communities, and the world, to share these limited resources and ensure a viable future for everyone.

Concept-Based Inquiry

We are committed to teaching students through a rigorous program of inquiry to think critically, ask questions and solve problems. We commit to nurturing inquiry and curiosity that engages students actively in their own learning to relate to, explore and understand the world around them.



International School
of Western Australia

International Baccalaureate Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Enabled by competencies of communication and collaboration, they speak more than one language, adapt to their circumstances, and work together with respect for themselves and the customs and beliefs of those around them.



Learner Profile

All International Baccalaureate programs aim to develop internationally minded people who recognise their common humanity and shared guardianship of the planet, helping to create a better and more peaceful world. Here at ISWA, our learners strive to be:



Risk Takers

We are brave and have the confidence to try new things. We protect and stand up for people who need us and for things we believe in.



Caring

We show understanding, care and respect for each other. We help others who need us and try to improve the lives of people around us.



Communicators

We communicate with confidence and creativity. We try to speak more than one language. We work well in groups and listen to everyone's ideas, which can differ from our own.



Thinkers

We communicate with confidence and creativity. We try to speak more than one language. We work well in groups and listen to everyone's ideas, which can differ from our own.



Principled

We know the difference between right and wrong, so we always try to do the right thing. We are honest and want to be fair and respectful to everyone.



Knowledgeable

We know many things, like concepts and ideas, that are important to the world and our community. We are always learning new things and growing our understanding of the world.



Balanced

We understand that our brains, bodies and hearts are all important to our Well-being. We work to be healthy and balanced in our lives.



Open Minded

We love our own culture and the cultures of everyone in our community. We listen to everyone's ideas and try to understand everyone around us. We are happy for others to share their views.



Reflective

We know what we are good at and what we need to work harder at to learn. We think about our work and the world around us. We make good changes when we can.



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.

International Baccalaureate Middle Years Programme

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP). (IBO, 2024).



10 Reasons



why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

- ### Become a life-long learner

Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.
- ### Learn by doing and experiencing

Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".
- ### The MYP encourages critical thinking

It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.
- ### Explore global challenges

The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.
- ### Learn for understanding

Not just to memorize facts or topics and prepare for exams.
- ### Train yourself to:

 - organize and plan your work
 - meet deadlines
 - concentrate
 - bounce back
 - persist
 - think positively.
- ### Subjects are not taught in isolation

You are encouraged to make connections between subjects.
- ### It empowers you to develop your talents

Feel empowered to prove what you know and earn the MYP certificate or MYP course results.
- ### It prepares you for future education

Prepare yourself for the IB Diploma Programme or IB Career-related Certificate delivered by IB World Schools globally.
- ### It encourages international-mindedness

The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.



MYP Curriculum Framework

Year 7 to 10 ISWA students participate in all 8 subject areas for every year of the programme, with an equal amount of time.

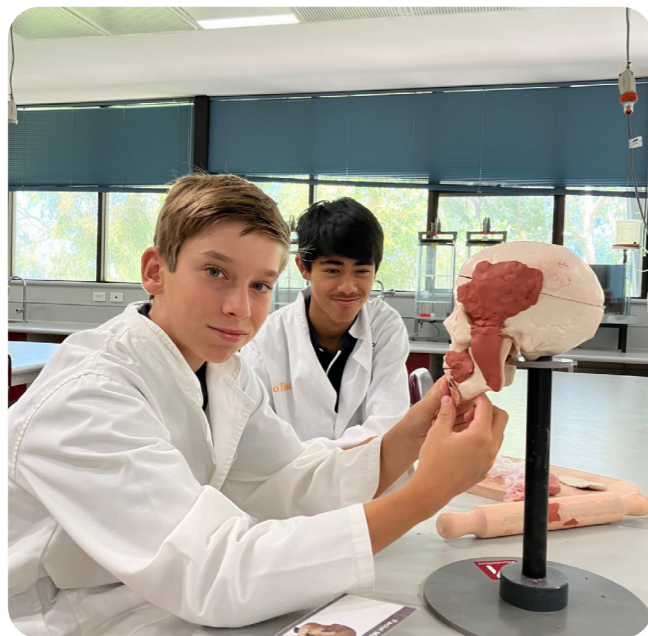
1. Language and Literature (offered in English at ISWA)
2. Language Acquisition (Spanish or French, or English Additional Language as required)
3. Individuals and Societies
4. Sciences
5. Mathematics
6. The Arts (choice of Drama, Visual Arts and Music)
7. Physical and Health Education
8. Design

Distinctive features of the MYP

Key and related concepts – these are viewed as 'big ideas' which forms the basis of teaching and learning.

Global Contexts – all learning units are set within a global context which promotes being international minded and supporting a curriculum which promotes intercultural understanding.

Approaches to Teaching and Learning – skills developed throughout all MYP subjects which help students to manage their own learning



MYP Subject Overview

Adapted from the Middle Years Programme IBO 2024:

1. Language and Literature (offered in English at ISWA)

Language and Literature equips students with linguistic and analytical skills through listening, reading, writing, viewing, and presenting. The study includes a balanced exploration of genres and literature, fostering moral and social insights.

2. Language Acquisition (Spanish or French, or English Additional Language as required)

Language Acquisition emphasises the importance of communicating in multiple languages to promote intercultural understanding and global perspectives. This subject allows students to explore language as a means to understand diverse cultures and worldviews.

3. Individuals and Societies

Individuals and Societies focuses on developing inquiry into historical, geographical, and social contexts, encouraging respect for cultural diversity and critical thinking. The subject promotes skills like debating, data analysis and hypothesis testing, applying knowledge to real-world issues.

4. Sciences

Sciences centres around inquiry-based learning through research, observation, and experimentation, encouraging students to understand the intersection of science with ethics, culture, and politics. It aims to foster critical thinking and ethical responsibility in global contexts.

5. Mathematics

Mathematics develops analytical reasoning and problem-solving, promoting logical and critical thinking. It encourages students to see mathematics as relevant to real-world situations and applicable across various contexts.

6. The Arts (choice of Drama, Visual Arts and Music)

The Arts stimulate creativity and imagination, fostering an appreciation of cultural histories and personal identity. Students engage in creating, performing, and reflecting on art to develop empathy and enrich their understanding of the world.

7. Physical and Health Education

Physical and Health Education promotes physical activity and health, emphasising informed life choices and positive social interactions. It helps students build collaboration skills and appreciate the role of physical and social wellbeing in global communities.

8. Design

Design challenges students to apply creative and practical thinking to solve problems. By using the design cycle, students develop critical thinking and awareness of their responsibilities in designing solutions that impact society and the environment.

MYP Assessment: Subject Criterion

The Middle Years Programme assessment awards criterion levels based on how well students demonstrate specific objectives in each subject. Each subject includes four distinct criteria, assessing different aspects of learning.

This method focuses on individual achievement across various areas, highlighting students' unique strengths.

Criterion levels are awarded using detailed rubrics that capture a range of abilities, encouraging students to develop in areas where they excel and supporting growth where needed.

	A	B	C	D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language acquisition	Listening	Reading	Communicating	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating or 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
Interdisciplinary	Evaluating	Synthesizing	Reflecting	
Personal Project	Planning	Applying Skills	Reflecting	

Service As Action

The concept of Action (learning by doing and experiencing) is a fundamental part of the MYP programme. Service is a part of action and it is an expectation at the International School of Western Australia that all students will be involved in some form of service in each year of the programme.

What is Service as Action?

Action: Taking 'action' on issues in the local, national or global community

Service: An unpaid and voluntary exchange that has a learning benefit for the student.

Types of Service as Action

	Potential Examples
Direct: Students engage directly with the people, environment, animals, or community	<ul style="list-style-type: none"> One-on-one tutoring of a younger student Volunteer in Clean Up Australia Day Volunteer at Aged Care facility Cooking meals and giving them to homeless shelters
Indirect: Though students do not see the recipients of indirect service, their actions will benefit the community or the environment,	<ul style="list-style-type: none"> Write picture books to teach a language Design brochures for future volunteers at a non-profit Food collection for Food Bank Gathering backpacks and gifts for children in Foster Care
Advocacy: Students speak on behalf of an issue of public interest in order to promote awareness and understanding and encourage others to act.	<ul style="list-style-type: none"> Awareness campaign about reusable grocery bags Perform a play about bullying Create a video about sustainable water solutions Holding an event to raise awareness about the plight of homelessness
Research: Students collect information from various sources, analyse data, and report on a topic of importance to influence policy	<ul style="list-style-type: none"> Environmental study of the school Compile a list of effective ways to reduce litter in public spaces Conduct social research on topics such as homelessness, unemployment, or isolation

MYP Service Learning Outcomes

Awareness: become more aware of their own strengths and areas for growth

New Skills: undertake challenges that develop new skills

Initiative: discuss, evaluate and plan student-initiated activities

Commitment: persevere in action

Collaboration: work collaboratively with others

Global Value: develop international-mindedness through global engagement, multilingualism and intercultural understanding

Ethics: consider the ethical implications of their actions



Year 10 Personal Project

The personal project is completed by students in the last year of their IBMYP journey.

It is a culminating experience that allows students to showcase what they have learnt across their years within the MYP. The personal project is sustained inquiry project that students work on from September until February each year. The personal project

The Personal Project is an opportunity for students to:

- **Inquire:** Explore an interest that is personally meaningful and take ownership of their learning by undertaking a self-directed inquiry
- **Act:** Transfer and apply skills in pursuit of a learning goal and the creation of a project
- **Reflect:** Recognise and evidence personal growth and development

MYP Teachers are allocated Personal Projects to supervise/mentor and this will require the teacher to meet with the student for 3 recorded meetings. Mentors provide feedback on the draft report and mark the final report.



Frequently Asked Questions

How are students assessed in the MYP?

Assessment in the MYP is criterion-related. Each subject group has its own set of criteria, and students are assessed based on specific objectives rather than being compared to other students. Teachers use a variety of assessments, including projects, written assignments, tests, and presentations. Grades range from 1 (lowest) to 7 (highest).

How does the MYP prepare students for the IB Diploma Programme (DP)?

The MYP develops skills such as independent thinking, research, time management, and problem-solving, all of which are essential for success in the IB Diploma Programme (DP). Students learn to approach complex problems critically and reflect on global issues, which prepares them for the rigorous academic challenges of the DP.

Can students join the MYP at any grade level?

Yes, students can join the MYP at different stages.

How does the MYP foster international-mindedness?

The MYP fosters international-mindedness by encouraging students to understand and respect different cultures, perspectives, and worldviews. Through the global contexts and the diverse content studied in each subject area, students develop a deeper understanding of global issues and become more empathetic towards others, which prepares them to engage with an increasingly interconnected world.

Is the MYP suitable for students with different academic abilities?

Yes, the MYP framework is designed to be inclusive and flexible. It can be adapted to meet the needs of students with different academic abilities and learning styles. Teachers use differentiated instruction to cater to individual needs and help each student achieve their best.

What support is available for English language learners?

During the application process, students with English language learning needs are identified. Those students then attend English Language Acquisition classes in place of learning an additional language. This programme works to immerse students within the English language and prepare them for their academic studies.

Frequently Asked Questions

Do MYP students take external exams?

Unlike the IB Diploma Programme, the MYP does not include external exams. Students complete regular internal formative and summative assessments to inform learning goals.

How do parents support students in the MYP?

Parents can support their children in the MYP by:

- Encouraging a growth mindset and a positive attitude towards learning
- Discussing global issues and current events to foster international-mindedness
- Helping students with time management and organisation, especially for the Personal Project
- Staying involved with school activities and communicating with teachers to understand the program's expectations



