VISION

Melbourne Girls Grammar aspires to develop ethical women of action. Through a focus on learning, research and innovation we will be recognised by our own community, the national and international community as a leading school in girls’ education.

MISSION

In the pursuit of our vision, Melbourne Girls Grammar is committed to the provision of an exceptional education for girls, with an emphasis on strong Christian values, high expectations, creativity and academic challenge.

Within a supportive and optimistic culture we provide opportunities for students to discover their passions and build their capacities for action and influence within their many life contexts.

VALUES

In support of our mission, Melbourne Girls Grammar values are:

• Integrity
• Compassion
• Courage
• Self-discipline

VISIT MELBOURNE GIRLS GRAMMAR

For further information or to request a tour of the Middle Years facilities, please contact the Melbourne Girls Grammar Enrolments Office on 03 9862 9200 or enrolments@mggs.vic.edu.au

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It is my pleasure to welcome you and your family to Melbourne Girls Grammar. Our Middle Years Program has emerged from extensive research into the needs of our contemporary adolescent girls. We have purposefully designed learning experiences that promote the development of positive, healthy girls who are solution oriented thinkers, ready to respond to the pace and complexity of their contemporary context.

The Middle Years is an exciting, engaging and relevant experience for our students. We seek to offer rich and varied opportunities for all types of girls to pursue their passions and interests. Your daughter will be encouraged to develop confidence, skills and experience to excel in life beyond school. Leadership, team building, social and cultural awareness, and a strong sense of personal self worth are crucial components of her education at Melbourne Girls Grammar.

We believe that girls thrive when they are engaged in a challenging academic program within a nurturing environment. Our students are further extended through a comprehensive co-curricular program. I strongly encourage your daughter to take up such opportunities for participation and to extend her peer relationships.

With the gift of her education, you give your daughter an abundant field of opportunities. At Melbourne Girls Grammar we look forward to guiding and supporting her on what will be a wonderful learning journey.

Catherine Misson
Principal
“Melbourne Girls Grammar is a place where challenge and choice create opportunities for every girl to discover who she is meant to be.”

CATHERINE MISSON
– PRINCIPAL, MELBOURNE GIRLS GRAMMAR
Melbourne Girls Grammar frames the middle years of schooling as Years 5 – 8 within its Prep – 12 continuum. This is a reflection of the developmental needs of girls and their families within our contemporary Australian context.

Our Middle Years experiences reflect and acknowledge the challenging and ever changing world in which our girls live. There are two phases: Wildfell (Years 5 and 6) and St Hilda’s (Years 7 and 8). Each phase of learning is designed to encourage our Middle Years girls to use their minds well and to respond thoughtfully, ethically and with action to personal and community challenges.

The Middle Years offers rich, varied and engaging learning and wellbeing experiences for our girls. Our programs are built on a philosophy of choice, academic challenge, personal challenge and raised expectations.

**KEY CONCEPTS OF OUR PHILOSOPHY**

The following concepts underpin the experiences our girls have in the Middle Years:

- Diversity
- Identity
- Responsibility
- Building the capacity to lead and experience change
The Wildfell Program is a time in our Middle Years girls’ lives when there is much to explore and understand about the complexities of the world and their place within it.

Our Year 5 and 6 students spend two-thirds of each day in the Wildfell Centre. This innovative learning environment is specifically designed to act as the nexus between the traditional homeroom experience of Years 5 and 6, and the opportunity to explore the wider Merton Hall Campus.

The Learner Development Framework provides a common language for students, teachers and parents to guide reflection and monitor development. It includes each student’s ability to demonstrate sustained focus, motivation and engagement across each semester.

The carefully designed and beautiful spaces are flexible and responsive to a range of teaching and learning approaches, which mirror the creativity and flexibility of the Years 5 and 6 girls themselves.

This beautiful learning centre is a place of warmth and inspiration which allows our girls to challenge themselves as learners and to flourish as independent and responsible members of our community.

WILDFELL GIRLS ARE:
• Creative thinkers
• Independent learners
• Reflective learners
• Team workers
• Self managers
• Effective participators
• Leaders of self and others
I really like the Wildfell Program because it has given me the opportunity to be more independent. I get to work with many different girls not just my Homeroom group, so I have made lots of new friends.

**WILDFELL GIRL**

We have watched our daughter grow into an independent learner and thinker, with the help of a dedicated and professional team of teachers, who provide a calm and caring learning environment.

**MOTHER OF WILDFELL GIRL**

Wildfell is an amazing community, everyone is inclusive. The moment I arrived I was welcomed into the community. I have learnt a great deal about the importance of friendship and leadership.

**WILDFELL GIRL**
The focus for Years 5 and 6 is to extend the reading, writing, speaking and listening skills developed in the Junior Years Program. In English, students are encouraged to have a deeper understanding of texts but also to enjoy, create and develop the tools needed to critique texts in a variety of forms. These include various types of media including newspapers, films, junior and adolescent novels and poetry, and multi-modal texts. Students develop their understanding of how texts are influenced by context, purpose and audience.

Literacy texts are used to support and extend students as independent readers whilst allowing students to explore themes of interpersonal relationships and ethical dilemmas within real world and imaginative settings. Informative texts supply content and technical information about a wide range of topics of interest as well as topics being studied in Cross Curricular Units. Students create a range of imaginative, informative and persuasive narratives, reviews, explanations and discussions. Concurrently, language and spelling conventions are both explicitly taught, as well as integrated into reading and writing experiences. A key focus is the comprehensive and sophisticated development of writing skills for all students.

In Years 5 and 6, the individual learning needs of students are facilitated by a differentiated implementation of the curriculum. Years 5 and 6 teachers work in conjunction with the Middle Years Mathematics specialist teacher. The strength of the teaching team, in combination with the flexible learning environment, ensures that students are able to access support and instruction as well as peer tutoring.

Problem solving is integrated into the curriculum and is regularly undertaken by students individually, and in groups. The approach to Mathematics in Years 5 and 6 ensures that students are appropriately prepared for the challenges of the St Hilda’s Mathematics Program.

During Years 5 and 6 Science studies, students develop ideas that relate to their lives and solve mysteries of particular interest to their age group. In this stage of schooling students tend to use a trial and error approach to their Science investigations. As they progress, they begin to work in a more systematic way. The notion of a ‘fair test’ and the idea of variables are developed, as well as other forms of Science inquiry. Understanding the importance of measurement in quantifying changes in systems is also fostered.

Cross Curricular Studies

Cross Curricular Studies in Years 5 and 6 have been developed to engage students with ideas and issues of global significance that run across curriculum areas. The learning experiences are relevant and challenging. They encourage students to examine and reflect on the connections between their own lives and situations, and those of others, from a local to a global context. Cross Curricular Units develop learners who have a sense of themselves as active participants and have the knowledge, skills, values and decision making capacities to navigate the complexities of contemporary life.

The Wildfell Physical Performance and Health Program recognises the equal importance of mental and physical health orientated behaviours and positive life skills. These are given precedence over competitive sporting practices in the classroom.
ELECTIVE OPPORTUNITIES

Modern Languages
Upon entering Year 5, students make a commitment to learn Chinese, French or Italian. Students continue to study this language until the completion of Year 8.

Visual Arts
In Year 5 students undertake a semester of Art and a semester of The Art of Design. From Year 6, students determine how they will experience the Visual Arts Program and may choose to specialise in one area for the whole year or choose to undertake a semester of each course.

Performing Arts
In Year 5 students undertake a semester of Drama and a semester of Music. From Year 6, students determine how they will experience the Performing Arts Program and may choose to specialise in one area for the whole year or choose to undertake a semester of each course.
The St Hilda’s Program is an exploration of who our girls are as individuals, facilitating their positive growth towards the independence and confidence that will underpin their success in life.

By engaging with the key areas of the St Hilda’s Program, our girls work towards achieving their personal best, and in doing so prepare well for the transition to Years 9-12 and the opportunities and challenges of the Senior Years.

Each of the three areas of the St Hilda’s Program is framed by the four guiding concepts of valuing diversity, identity, responsibility, and building the capacity to lead and experience change.

Over the two years of the St Hilda’s Program students are required to track their experiences in academic pursuits, co-curricular life, and relationships.
New to MGGS in Year 7, our daughter has grown from positioning herself on the periphery of school life, to actively signing up to participate in sports, music, community and even public speaking events. She has gained confidence and independence in her abilities and in herself as a person. She is happily embarking upon the wide range of academic and other activities the School has to offer. As parents, we feel assured that our daughter’s individual and academic needs are being thoroughly supported by her teachers within the community of St Hilda’s, and the School as a broader whole. We are impressed that our daughter is encouraged to ‘have a go’ at any or everything, and is being ably guided through these experiences by her classroom teachers, supportive peers, and by the excellent pastoral care MGGS offers.

MOTHER OF ST HILDA’S GIRL

To me, being a St Hilda’s girl means added opportunities, a close knit community and academic challenges. Throughout the St Hilda’s Program there have been opportunities and challenges offered to me that I would never have considered before – I have to say I have enjoyed every moment. This is because everything we do in the St Hilda’s Program helps us to improve our learning and develop as a person.

ST HILDA’S GIRL

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ST HILDA’S GIRL
**CORE PROGRAM**

**English**

The focus in Years 7 and 8 English is on expanding the range and complexity of the texts students create and respond to, while building a strong foundation of language awareness and literacy that will underpin success in the Senior Years.

By encountering challenging texts and ideas, students are encouraged to critically examine the social and cultural dimensions of language and to understand the constructed nature of all texts. They acquire a metalanguage to talk confidently about how others use particular structures and features of language, and to develop skills in analytical thinking and writing.

Students gain confidence and expertise in the processes of writing through the creation of fiction and non-fiction texts in written, spoken and multimodal forms. They learn to adjust language according to context, purpose and audience, and to develop strategies for researching, composing and presenting a range of increasingly complex text types.

**Mathematics**

The St Hilda’s Mathematics Program leverages technologies and innovative teaching methods to engage students at their respective levels of challenge and to promote mastery of the foundational mathematical concepts. Project-based learning is a further key element of the program and provides students with the opportunity to collaborate with their peers and to engage in working through authentic mathematical problems. The mastery and project based learning emphasis aids in fostering student interest and confidence in the subject.

Through their study of the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability, students develop increasingly sophisticated analytical thought processes that allow them to solve problems efficiently in familiar and unfamiliar situations. Students are also encouraged to further hone their abilities to reason mathematically by participating in external competition opportunities.

**Science**

Years 7 and 8 Science students develop their understanding of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things. They develop critical and creative thinking skills and challenge themselves working independently and collaboratively to identify questions, explain science phenomena and draw evidence-based conclusions using a range of scientific inquiry methods. They explain how evidence has led to an improved understanding of scientific ideas and through project based learning, they apply their science knowledge to generate solutions to contemporary problems and explain how these solutions may impact on society.

**Global Perspectives**

The objective of the Global Perspectives transdisciplinary subject, which assimilates the four aspects of the AusVELS Humanities curriculum (Civics & Citizenship, History, Geography and Economics), is for students to develop critical global consciousness. The politics of identity and its categorisation of race, class, and gender will be problematised as a modern construct of self, nation, and world. Students develop metacognition and information literacy skills; they learn strategies for thinking critically about their own learning processes in order to synthesise information from our increasingly diverse, globalised and complex society to construct their own knowledge.

**Physical Performance and Health**

The St Hilda’s Physical Performance and Health Program provides a platform for the sequential acquisition of motor skills and movement concepts; the improvement of personal fitness; and the development of social skills, self discipline and self confidence.

**ELECTIVE OPPORTUNITIES**

**Modern Languages**

Our St Hilda’s Modern Languages Program offers our students the opportunity to continue their chosen Modern Languages study until the conclusion of the Middle Years Program. Girls entering at Year 7 will choose one of French, Italian or Chinese and continue this language until the end of Year 8. All girls have the choice to continue their chosen modern language in the Senior Years.
Visual Arts

In Years 7 and 8 girls have the opportunity to determine how they experience the Visual Arts. Girls are expected to undertake one course of Visual Arts in each semester but have the freedom to choose either Art or The Art of Design courses.

Performing Arts

In the St Hilda’s Program the girls have the opportunity to determine how they experience the Performing Arts. Girls are expected to undertake one course of Performing Arts in each semester but have the freedom to focus on Drama, Music or Contemporary Movement.

Academic Choice Opportunities for Middle Years girls

The Melbourne Declaration on Educational Goals for Young Australians challenges schools across the country to ‘provide programs that are responsive to students’ developmental and learning needs in the middle years, and which are challenging, engaging and rewarding’. At Melbourne Girls Grammar, we believe that essential to the success of our Middle Years students is the opportunity for them to exercise independence and choice in order to discover talents and passions in various areas of the curriculum.
“At Melbourne Girls Grammar, we take an integrated approach to ensuring that the social, personal and environmental factors in each of our girl’s lives work together in a way which allows her to maximise her learning and develop into an independent, self aware and resilient young woman.”

NIKKI KIRKUP
– DIRECTOR OF MIDDLE YEARS
At Melbourne Girls Grammar, we believe the wellbeing of our students underpins their academic success, and that a holistic approach to knowing each student and her family is vital in providing our girls with the support they need to succeed.

We are committed to proactive pastoral care strategies, with positive relationships between staff, students and parents being critical to positive outcomes. The wellbeing of our girls is multi-faceted and dynamic. We recognise that as our girls move through the Middle Years – as they grow and develop – their wellbeing needs will continue to change.

**WILDFELL PROGRAM:**
**Homeroom Teachers for Years 5 & 6**

Students in Years 5 and 6 are organised into Homeroom Groups and each group is allocated to a Homeroom Teacher who acts as the first point of contact for students, their parents and specialist teachers. Students meet in this group each morning and make regular contact with their Homeroom Teacher throughout the day. Throughout their time in the Years 5 and 6 Learning Centre of Wildfell, students are grouped flexibly across the whole cohort of students; however, the Homeroom Teacher is always aware of the academic and social needs of each student in their group and is proactive in ensuring that each girl’s individual strengths and areas for improvement are understood as a point of focus in every subject area.

Homeroom Teachers are responsible for delivering the Personal Dimensions curriculum. This may be presented as standalone units or may be incorporated into the Years 5 and 6 Cross Curricular Units.

**ST HILDA’S PROGRAM:**
**Mentors for Years 7 & 8**

The Years 7 and 8 Personal Dimensions curriculum is conducted in small groups and delivered by the Personal Dimensions Mentor. The Personal Dimensions Mentor works as part of a team of teachers led by the Year Level Co-ordinator, to ensure that the Personal Dimensions curriculum is fluid, contemporary and responsive to the needs of the girls.

The Personal Dimensions Mentor works individually with the students to offer learning advice and support and track academic and social wellbeing. They act as a point of contact for parents to discuss wellbeing and address academic performance.
Technology is present at all levels of education at Melbourne Girls Grammar. It is embedded in everything we do, through our curriculum, the software and hardware available, in the design of our learning spaces, as well as the progressive move to the Bring Your Own Device (BYOD) Program.

Whilst we are dedicated to ensuring our students have access to the latest technology, we are also steadfast in our commitment to ensuring that online learning happens in developmentally appropriate and purposeful ways.

As a community we keep abreast of the latest research in online learning and make certain that our staff and students are well supported in their online pursuits by contemporary curriculum structures and school-wide policies and procedures. Additionally, we are proud that blended learning is an embedded, well-established and accepted teaching strategy at Melbourne Girls Grammar. As a school, one of our key priorities is to continue to remain a beacon world-class eLearning environment.

### 1:1 Notebooks at Wildfell

In the Wildfell Program, all students have one-to-one access to a notebook computer. The notebooks are hosted in Wildfell and students access them as required for their learning. These notebooks remain clean, and all documentation required by students is kept on eVI, our dedicated School learning portal.

### BYOD at St Hilda’s

In the St Hilda’s Program, the BYOD model is introduced to support our educational philosophy of higher expectations around self management, offering choice and flexibility to suit an individual’s personalised learning plan. Students in Years 7 and 8 are required to take full responsibility for their own device to ensure it is appropriate for their chosen learning pathway and is in working condition at all times.

### Tinkering Corner & Techie Club

Building on the success of the Techie Clubs launched in 2014, a Tinkering Corner was integrated into the Nina Crone Library in 2015. This provides a custom space for “Passion Projects” and the Thursday night Techie Club activities. Designed to introduce our girls to an innovator’s mindset and encourage their passion for STEAM (Science, Technology, Engineering, Arts and Mathematics), the Tinkering Corner is an informal environment where exploration, experimentation and making mistakes is encouraged. The girls have access to coding, designing, robotics, electronics, building and crafting that provide opportunities to take them beyond being merely consumers of technology and putting them on the path to becoming creative, entrepreneurial and innovative.
At Melbourne Girls Grammar, Pathways Planning is not just an academic paradigm, rather a “whole of person” approach. We believe that a girl thrives when her life is in balance, that she is developing as a learner and has high levels of wellness (physical, mental, emotional, social, spiritual). We strive to support each girl to develop as an independent and reflective learner who is an effective self manager and shows commitment to continuous self improvement.

Within Pathways Planning, girls acquire the skills to be a strong self advocate, articulate her learning goals and respond positively and with academic buoyancy to new priorities. They are able to cope with challenges and look for new learning opportunities.

Pathways Planning Teachers operate in three ways:

1. Supporting students to develop learning strategies that allow students to operate effectively in any learning environment. This includes, but is not limited to: working within classrooms; leading study skills workshops; offering student literacy enhancement programs; co-ordinating and running Home Learning Club; and having regular conversations with students around their learning.

2. Guiding staff on implementing innovative, flexible and effective repertoire of teaching and learning strategies to suit the physical, social and intellectual development and characteristics of each student by drawing on the expertise of specialist staff. This includes, but is not limited to: teacher meetings to discuss the individual students; exploring teaching and learning strategies to enhance learning; and identifying and leading Professional Learning sessions for teaching staff around improving specific areas of instructional practice.

3. Engaging in ongoing dialogue with parents around strategies to further develop the learning skills of each student. Our expert teachers work with parents to discuss and implement support programs at school and at home.

The Pathways Planning approach – benefits for every girl

Pathways Planning is a crucial department in the School which works alongside teaching and wellbeing staff to achieve this aim.

The Pathways Planning Model is one of collaboration. Homeroom Teachers and Personal Dimensions Mentors collaborate with the Pathways Planning Team to ensure each girl is maximising her potential. Additionally, student assessment data is collected at various points throughout the year and the Pathways Planning Team draws upon this information when tracking the academic progress of each student and forecasting the academic needs of individual students and cohorts.

The GREEN ROOM

As part of the Community Participation domain of the MGGS Field Award, selected Year 10 students lead and deliver a Learning Mentor Program. The Green Room is an initiative which aims to provide peer-to-peer mentoring to our St Hilda’s girls to develop their learning skills and techniques in preparation for the Senior Years.

This program involves daily sessions, held at lunchtime or after school throughout the week, of peer-to-peer mentoring in the full range of academic study skills that assist Years 7 and 8 students to meet their academic goals and overcome their learning challenges.

Managing this program independently, Year 10 students have relished the opportunity to take on the role of “learning mentors”, showing enormous enthusiasm to get involved.
Houses

The Merton Hall Campus of Melbourne Girls Grammar is divided into five Houses:
- Taylor (Blue)
- Mungo (Green)
- Clarke (Red)
- Hensley (Pink)
- Batman (Yellow)

Melbourne Girls Grammar has a vibrant and inclusive House system which provides opportunities for authentic student leadership and regular and friendly competitions and activities. The Houses form part of each student’s identity and sense of belonging to our School. The House competitions include major carnivals for swimming and athletics as well as the very popular House Music, Drama, Art, Debating and Public Speaking Competitions.

The Houses encourage positive relationships between students at different year levels, which are essential to the development of girls. Our Senior Years House Captains and Leaders have come to cherish the time they spend with the students in Years 5 – 8 and are always seeking out meaningful ways in which to develop relationships with the Middle Years girls in their respective Houses. Such relationships are also treasured by our Middle Years girls.

Community Time

Each week, time is set aside in the Merton Hall timetable for Community Time. The Community Time calendar ensures that there is a balance of whole School and program-specific Assemblies, Chapel Services, House Meetings and Year Level Meetings. Such gatherings are valued and looked forward to by all in our community. They are considered important ways in which groups within the School can grow spiritually, celebrate their identity and mark key transition points, rituals and rites of passage as they journey through School together.

Family Chapel Services

As a Christian School in the Anglican tradition, we infuse our community experience with knowledge of our heritage and the beliefs that underpin our traditions, encouraging our students to explore the Christian faith in a contemporary context. Our Family Chapel services encourage students and their families to spend time together in the Chapel of St Luke sharing and reflecting on the joys and challenges of the Middle Years experience.
At Melbourne Girls Grammar we have a distinguished tradition of producing well rounded graduates, encouraging personal development and the pursuit of one’s passion to bring to fruition the fullest expression of our girls’ capabilities.

Life at MGGS exposes students to a range of curriculum, community and co-curricular opportunities. Girls are encouraged to embrace all activities as an opportunity to expand their experiences, further develop existing skills, discover new passions and build relationships.

Leadership and Service

The Middle Years Leadership and Service Program is based on the belief that all girls should have the opportunity to develop their own identity as a female leader. It is available to all girls in the Middle Years and ensures that a culture of responsibility, collaboration and interpersonal communication and intrapersonal reflection is fostered.

Physical Pathway

We have a proud history of advancing the physical opportunities of our girls and we believe that all girls in the Middle Years should be engaged in physical activity as a part of their daily life. Within the Middle Years, girls are offered a range of Physical Pathway opportunities which span the recreational and competitive domains – the girls’ participation in this element of the Co-curricular Program is encouraged, monitored and facilitated by our Physical Performance and Health staff. Our student culture of shared expectation ensures that within this Physical Pathway, our girls encourage each other to take on a challenge, set aspirational goals and achieve their personal best.

COMPETITIVE SPORT OPPORTUNITIES

Wildfell Program: Interschool Sport

Girls in Years 5 – 6 have the opportunity to represent Melbourne Girls Grammar in interschool sports carnivals. There are three School Sport Victoria (SSV) carnivals which focus on Swimming, Athletics and Cross Country. These carnivals are aimed at giving girls the opportunity to compete in a friendly and supportive environment.

St Hilda’s Program: Girls Sport Victoria

Melbourne Girls Grammar is a member of Girls Sport Victoria (GSV) which is an association of girls’ schools offering a diverse range of sports for girls in Years 7 – 12. The GSV Competition is comprised of three major carnivals during the year: Swimming Carnival, Cross Country Carnival and Athletics Carnival.

Years 7 and 8 girls can participate in a variety of weekly sports competitions held on Thursday afternoons after school hours. Girls attend training sessions outside of academic time and every St Hilda’s girl is welcome to represent Melbourne Girls Grammar in a different GSV sport each term. There is also a variety of sports clinics, including cycling and fencing, throughout the year.
Athletics
Athletics is a program that is available to every student from Years 5 - 12 regardless of ability, skill and fitness. There are two components of the Athletics program: participation based and performance based. The participation aspect of the program ensures that our students have access to fitness-based programs throughout the year. The performance aspect of the program allows our girls to train and compete in GSV and Athletics Victoria competitions in both Track & Field and Cross Country. All students receive a high standard of instruction and guidance from highly qualified and experienced coaches.

Middle Years Art Club
The Middle Years Art Club is an opportunity for Middle Years girls to explore and expand their interest in Art via a series of innovative workshops offered outside the school curriculum. Art Club creates an environment which is fun and collaborative. The girls are encouraged to further their skills with a broad range of materials and techniques, and to work collaboratively to complete large scale projects for exhibition.

Merton Hall Orchestra
This ensemble gives musicians the opportunity to rehearse and perform orchestral music at a high level. The orchestra performs at a range of school events throughout the year, including Speech Night, and also performs with our school choirs, instrumental soloists and guest artists.

Swimming
Our Swimming Squad caters for all girls with swimming experience. The majority of the girls that participate in Swim Squad, do so for fun and fitness. We also have a number of girls that use our Swim Squad to prepare for competition. Regardless of their reasons for attending, all girls receive a high level of individual instruction from our experienced team of Swim Coaches.

Yoga
Yoga allows girls the opportunity to practice postures, breathing exercises and meditation to make them healthier in body, mind and spirit. This is the perfect activity for students who need some relaxation or to stretch after a busy week.

EXPLORING ONE’S PASSIONS
The Passion component of the Middle Years Co-curricular Program encourages choice and self management and exposes our Middle Years girls to a broad range of opportunities that are designed to extend their capacity in the areas of Music, Drama, Dance, Fine Art, Innovation, Maths, Computer Science and Economics. On this page are a few examples of Physical Pathway and Passion Pathway opportunities.
At Melbourne Girls Grammar, we believe that learning should not be confined to the classroom. A transdisciplinary approach to learning supports students to make connections between disciplines and achieve the transfer of skills and knowledge. The Middle Years program incorporates a range of thoughtfully planned and sequenced experiential learning opportunities that ensure meaningful learning within authentic contexts. Each one of these experiences is planned and delivered by teams of teachers across the traditional disciplines to ensure girls achieve high-quality learning outcomes and develop higher order thinking skills.

**WILDFELL**

**YEAR 5**

**GRAMPIANS**

**ENTREPRENEURSHIP AND ENTERPRISE**

**CAMP**
- Fostering new friendships
- Setting personal goals
- Working in teams
- Developing leadership

**CROSS-CURRICULAR INQUIRY UNIT**
- Resources
- Consumer choice
- Informed personal & financial choices
- Design thinking and prototyping

**ST HILDA’S**

**YEAR 7**

**MODEL UNITED NATIONS**

**TOOLANGI**

**CITY WEEK**

**TRANSITION IN TO THE ST HILDA’S PROGRAM**
- Exploration of issues of global significance
- Research skills
- Collaborative learning
- Cross-curricular skill development

**CAMP**
- Sustainability and biodiversity
- Physical and personal challenges
- Problem solving and creativity

**CROSS-CURRICULAR INQUIRY UNIT**
- Citizenship in a modern city
- Exploring social justice in the City of Melbourne
- Taking action
- Collaborative unit of Inquiry
- Developing independence and responsibility
YEAR 6

VALLEY HOMESTEAD
CAMP
- Developing independence
- Building resilience
- Experiencing new challenges
- Working collaboratively

EXHIBITION OF LEARNING
CROSS-CURRICULAR INQUIRY UNIT
- Awareness of contemporary global issues
- To make sense of the world in which they live

CANBERRA
CIVICS JOURNEY
- Science, Technology, Engineering and Mathematics (STEM)
- Developing understanding of Civics
- Exploration of culture

YEAR 8

CONTEMPORARY INDIGENOUS WEEK
CROSS-CURRICULAR INQUIRY UNIT
- Identification and engagement with contemporary issues
- Identification of self within the context of Australia

NORTHERN TERRITORY
EXTENDED JOURNEY
- Questions dominate social and political narratives
- To inspire agents of change
- Authentic immersive experiences

ST HILDA’S WEEK
TRANSITION TO SENIOR YEARS
- Reflection on the concept of citizenship and rights and responsibilities within the School, local and global community
- Culmination of the holistic learning experience
Enterprising Girls

Our girls are being prepared to flourish in an evolving world, one in which communication, travel, trade and social interactions are driving human experience forward at an unprecedented pace and through ever more closely connected global networks.

To succeed our girls must have an entrepreneurial mindset: they will be creative, resourceful, adaptable, team oriented, and independent. They will use their imaginations to develop solutions to problems that interest and engage them, harnessing their intellectual and creative potential. Our girls will see themselves as emerging global citizens, ready to explore opportunities for personal and community growth and development.

We achieve this by valuing the diversity of our girls, encouraging their curiosity, and focusing on the process of learning. Enterprising girls approach problems with the confidence that they have the skills and attributes to design solutions. They particularly want to produce high quality outcomes through sustained application, collaboration, and lateral consideration of possibilities.

Middle Years Science & Enterprise Tour to the USA in 2017

Every second year students in Years 6 – 8 have the opportunity to embark on the Middle Years Science and Enterprise Tour, dubbed the ‘MYSET’ tour. This two week experience during the first term school holidays gives students insight into science and enterprise whilst also discovering world leading facilities and corporations in Silicon Valley and taking in sights on the West Coast of the USA.

This international trip is focused on science, technology and enterprise as underpinning themes and is shaped by our belief that our girls must have access to expansive and rich global educational opportunities that expose and connect them to all possibilities.

The purpose of the tour is threefold: to enhance our girls’ understanding of the historical and contemporary developments and achievements in the areas of science and enterprise; to explore career pathways and opportunities that exist in these areas; and to enable Middle Years girls to engage in scientific and entrepreneurial endeavours beyond school.

During the course of the tour, MGGS girls are exposed to a wealth of educational opportunities in Seattle, San Francisco, Monterey, LA and Anaheim. Some highlights of MYSET include visiting Microsoft, Google and Boeing, where students can observe firsthand how world leaders are innovating, collaborating within teams and changing the world. Students particularly enjoy their two day workshops and insights into Disneyland, with a behind the scenes look at the physics and technology of the rides and theme park, as well as attending the Young Women for Enterprise and Innovation Conference at a Californian girls’ school and working with likeminded students tackling various science and entrepreneurial themes.

This experience is available to our Years 6 – 8 students as an optional activity. It will continue to be offered as a biennial tour with the next tour departing in April 2017.
The Artemis Centre, due to open in 2017, will be the centrepiece of Melbourne Girls Grammar’s wellbeing program.

We recruited a team of female architects to design this building for girls. The way the spaces work and its features, such as “me zones”, have been designed in response to how we know girls like to live and learn together. We want every girl to feel confident in an environment in which she can be physically active.

The Artemis Centre will include a 25-metre swimming pool, basketball and netball courts, yoga and fitness studios, as well as learning, study and consultation spaces.

We believe that if girls can maintain their studies, co-curricular activities and physical activity, they are able to cope, be resilient and demonstrate perseverance in challenging moments.
eVI is a Learning Management System that was introduced in 2010 to support student learning in a way never seen before at Melbourne Girls Grammar.

Students have access to their classroom resources online, from any internet connected device. eVI also means that every class now has access to use the latest Web 2.0 technologies safely within our network e.g., wikis, forums, live chat and live polls and a set of tools that encourage collaboration and communication.

For parents, eVI provides a portal allowing easy access to the School’s Synergetic system to book interviews, view ongoing assessment tasks, see current and archived reports and to pay School fees. All parents have access to a parent homepage for their daughter’s year level with specific information from the Year Level Co-ordinator and Head of 5/6 Studies, as well as access to the School newsletter, the calendar, daily bulletin and the parent directories.

For staff the powerful combination of eVI with Synergetic has allowed for online attendance records, online reporting, access to all their resources and School documentation, policies and databases from wherever they are connected to the internet. eVI also allows teachers to set their assessment tasks online so that they are able to track student submissions, enabling far more immediate feedback to students. The combination of the two systems provides the School with important data around student wellbeing, attendance, subject choices and timetabling.

Apps

There are two apps used within the school community to assist students, parents and staff:

- The eVI App available from both iTunes and Google Play for quick access to the calendar, schools news, timetable and due work notifications.
- The My Student Account App to assist with topping up the school canteen and print cards, also available on iTunes and Google Play.
MIDDLE YEARS HANDBOOK

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Mrs Catherine Misson

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Junior Years
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