



# Welcome to Matija Gubec International School

Matija Gubec International School is a public school offering two International Baccalaureate (IB) in English: the Primary Years Programme (PYP) and the Middle Years Programme (MYP).



The International Baccalaureate (IB) is the most extensive international program, accepted in more than hundred countries worldwide. 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 successful.



## Middle Years Programme

Since September 2005, the school has been an authorized IB World School offering the Middle Years Programme. MYP classes are conducted in English for students from Grade 5 through Grade 8 (MYP0, MYP1, MYP2, and MYP3).



## Primary Years Programme

The Primary Years Programme was implemented in 2018 and is also fully authorized. PYP is delivered in English from preschool to Grade 4 (PYP0-PYP4).

## A few more words about a school

*...the school is located within 15 minutes from the downtown centre*

*...it is a new and modern building with a spacious gym, athletic tracks and playgrounds for tennis, football, volleyball, basketball...*

*...we promote a healthy lifestyle by offering healthy food at our school cafeteria (breakfast, lunch and a snack). Two menus are offered to our students, one of them being suitable for vegetarians. Halal certified food is available on request.*

*...the students are given all school books and various materials and tools ...*  
*...our school philosophy ensures a student-centred approach*

*...the school's staff is highly competent (university degree, Master, Ph.D.) and the teachers regularly attend IB and other teacher-training courses and seminars. The IB teaching team also includes a psychologist, a counsellor, a social pedagogue, a speech and language therapist, and a librarian.*

## IB 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 organization works with schools, governments and international organizations 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.

## MG Mission Statement

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment preparing them to be confident, caring, respectful and internationally minded lifelong learners and global citizens ready to change the world for the better.

## Philosophy

Matija Gubec International School is committed to educating the whole child, in an academically challenging, caring, and student-centred environment. We are committed to creating optimal learning environments where all students are accepted for who they are, valued for their strengths, appropriately challenged in their learning, encouraged to reflect on their learning, participate in learning decisions, and develop the attributes of the learner profile. We emphasize freedom of expression, independent thinking, and positive personal values and qualities while maintaining a sense of responsibility to others through respect and collaboration. The educational framework of Matija Gubec International School represents the balance between learning processes and outcomes while promoting intercultural understanding, cultural identity, and global citizenship.

Matija Gubec International School fosters an educational environment that meets individual learning needs and supports the well-being of all students, ensuring that everyone has the opportunity to prosper and succeed. We aim to provide all students, regardless of their diverse cultural and linguistic backgrounds, abilities, or needs, with equal access to learning opportunities in a supportive environment. We offer a high-quality education based on the inquiry-based approach to teaching and learning that stimulates lifelong learning, develops skills and globally relevant concepts, generates good learning habits and promotes positive attitudes. Using a broad, inquiry-based curriculum, we emphasize literacy; written and oral communication; the creative process of the arts and music; the acquisition and mastery of multiple languages; reasoning in the sciences and mathematics; the pursuit of a physically active and healthy lifestyle; and technology to enhance the learning and discovery process.

As they prepare to become engaged and responsible members of society, our students grow into socially and morally responsible individuals, demonstrating understanding and respect for others while actively serving their community. At Matija Gubec International School, we enhance each student's self worth, confidence, and pride by providing programs that make the most of our diverse intercultural school community.



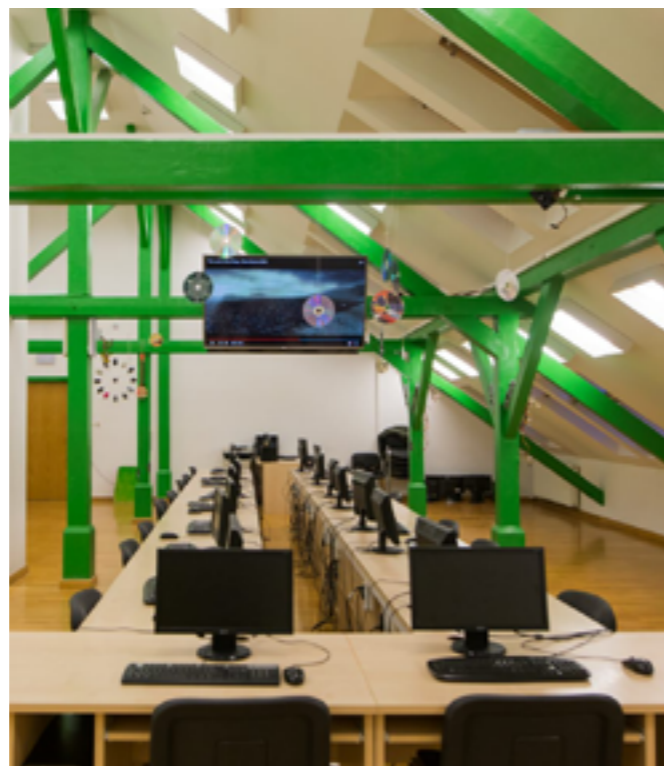
Matija Gubec International School develops the student's self-worth, confidence and pride by providing programs that make most of our intercultural school community.



As future, fully contributing members of society, our students develop as socially and morally responsible individuals, and demonstrate this through understanding and respect for others and service to the community.



*A place to learn and grow...*



*...IB learners*

*Approaches to learning are an integral part of an IB education and complement the IB Learner profile, knowledge acquisition, conceptual understanding, and inquiry-based learning.*

The IB programme promotes the development of Approaches to learning (ATL) skills, encouraging students to become independent, reflective learners. Through a variety of teaching strategies and meaningful learning experiences, students develop essential skills such as thinking, collaboration, communication, self-management, and research. These skills empower students to understand how they learn best and apply their learning effectively in diverse contexts. All teachers actively foster the development of ATL skills by embedding them into authentic, real-world learning experiences across the curriculum.



***Inclusive education***

**Inclusion** is an educational philosophy that aims to provide all students, regardless of their diverse backgrounds, abilities, or needs, with equal access to learning opportunities in a supportive environment. It emphasizes the importance of accommodating diverse learners, including those with language barriers, learning challenges, and varied cultural or linguistic backgrounds. Inclusion fosters an educational environment that meets **individual learning needs** and supports the **well being** of all students, ensuring that everyone has the opportunity to prosper and succeed.

***IB Learner Profile...***

... unites intellectual, personal, emotional and social growth through all domains of knowledge promoting the education of the whole person as a lifelong learner.

*Learning is developed around fostering ten attributes of the IB learner profile.*

**Inquirers**

We are curious and eager to learn about the world around us. We ask thoughtful questions to deepen our understanding and actively seek answers. We enjoy learning and do our best to make sense of new ideas. At the end of each day, we reflect and ask ourselves: "Did I ask a good question today?"

**Knowledgeable**

We develop our knowledge with depth and understanding. We use what we learn to engage with global, local, and personal situations in meaningful ways.

**Thinkers**

We use critical and creative thinking skills to solve problems and make reasoned decisions. We take initiative in finding solutions and connect what we learn to real-world situations.

**Communicators**

We express ourselves confidently and clearly in different ways and through various media. We listen carefully to others and share our ideas using language that is appropriate and understandable. We aim to share what we have learned to inspire others and help make a positive difference in the world.

**Principled**

We act with honesty, fairness, and integrity. We treat others with dignity and compassion, and we are not afraid to stand up for what is right. We take responsibility for our actions and their consequences.

**Open-Minded**

We appreciate and respect different perspectives, values, and traditions. We listen to others with an open heart and mind, understanding that people with beliefs or ideas different from our own may also be right.

**Caring**

We show empathy, compassion, and respect. We care about others and the world around us, and we are committed to making a positive difference in the lives of others and in the environment.

**Risk-Takers**

We are courageous and willing to take on new challenges. We try new things, stand up for what we believe in, and strive to make a positive difference in the world. We understand that mistakes are part of learning and offer valuable lessons for growth.

**Balanced**

We strive to give fair attention to all aspects of our lives - intellectual, physical, emotional, and social. We understand the importance of maintaining balance to support our well-being and help us achieve personal and academic growth.

**Reflective**

We thoughtfully consider what we have learned and the impact of our actions on others and the world around us. We reflect on our strengths and areas for growth, and we strive to improve by making thoughtful changes.

*Our students play a vital and active role in the Student Council and participate in important decision making.*

# PRIMARY YEARS PROGRAMME



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## SUBJECT GROUPS

**Language and Literature**  
English, Croatian

**Language Acquisition**  
English, Croatian, French, German, Italian

**Science and Social Studies**

**Mathematics**

**Personal, Social and Physical Education**

**Arts**  
Visual Arts  
Music

## PYP Curriculum Model

The **Primary Years Programme (PYP)** is specifically designed to meet the educational needs of learners aged 3 to 12. It offers a comprehensive, inquiry-based approach to teaching and learning that nurtures curiosity, engagement, and inspiration in young students. The PYP curriculum model is transdisciplinary, student-centered, and inquiry-driven. It integrates six global themes that connect learning across subjects, fostering critical thinking, collaboration, and real-world understanding. The model supports the development of the whole child-intellectually, socially, and emotionally.

The PYP provides a curriculum framework that supports the development of social, physical, and emotional skills, ensuring a holistic educational experience. The student is always at the center of learning, with teaching organized to support their growth and individuality. The PYP curriculum model is transdisciplinary, student-centered, and inquiry-driven. It integrates six global themes that connect learning across subjects, fostering critical thinking, collaboration, and real-world understanding. The model supports the development of the whole child-intellectually, socially, and emotionally.

Like all IB programmes, the PYP is transdisciplinary. This means students learn across traditional subject areas through the exploration of big ideas that have real-world relevance.

A distinctive and defining feature of the PYP is its **six transdisciplinary themes**, which guide teachers in creating meaningful, in-depth inquiries:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the planet



These themes provide a foundation for sustained investigations into significant concepts. Identified by schools, these inquiries are designed to be deep, relevant, and highly engaging, often lasting for several weeks. Since the themes connect to the real world, students see their relevance and become more actively involved in their own learning. They begin to reflect on their roles and responsibilities not just as students, but as global citizens. Each area contributes to the development of knowledge, skills, and attitudes, all integrated within the transdisciplinary framework to support a rich and balanced education. Rooted in international-mindedness, the PYP curriculum model integrates six transdisciplinary themes that connect learning across subjects, helping students make meaningful connections to the world around them.

By focusing on the whole child-academically, socially, and emotionally-the PYP empowers learners to become confident, caring, and globally aware individuals.



# PRIMARY YEARS PROGRAMME

## Holistic Learning Journey

The school's Primary Years Programme (PYP) includes:

- Language and Literature (English and Croatian)
- Language Acquisition (English, Croatian, German, French and Italian)

English is the primary language of instruction. To support students whose English proficiency is not yet sufficient for regular classes, English Language Support (ELS) is provided. The school also emphasizes the importance of maintaining and developing students' home language.

Through the Arts - including Music, Drama, and Visual Art - students are encouraged to explore their creativity and celebrate the diversity of national cultures.

The integration of modern classroom technologies helps students engage with innovative learning processes and enhances their critical thinking skills. A strong focus is placed on promoting cultural diversity, developing intercultural awareness, and fostering mutual cooperation and tolerance among students.

The school also offers a variety of extracurricular activities, such as: Extra Sport, Dance, Do It Yourself, Green Thumbs, Journalists Club, Robotics and Computer Lab.

## Daily schedule

The school day starts at 8 a.m.  
and ends the latest at 5 p.m.



# The Exhibition



The **PYP Exhibition** is a culminating experience in students' final year in PYP with the purpose to display their understanding and to celebrate their success as learners.



Students investigate issues of personal significance and finally showcase their work to the school community.

It provides an opportunity for them to demonstrate agency by taking responsibility for their learning, planning, assessment and final presentation.



# Learning outside the classroom...



Field classes are frequently organised as a part of our programme, varying in duration and content.



They advance interactive and creative methods of learning, provide students with first-hand learning experiences, reinforce and expand concepts taught in class and enable students to participate in a variety of cross-curricular activities.





# MIDDLE YEARS PROGRAMME



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## MYP Curriculum Model

IB Middle Years Programme is especially designed for the educational needs of learners between the ages of 11 and 16. It provides a curriculum framework which allows students to develop the knowledge, attitudes and skills they need to participate effectively in life in the 21st century.

The MYP at our school offers a concept-based and inquiry-driven curriculum that encourages students to explore big ideas and ask meaningful questions. Learning is always connected to real-life contexts, helping students develop critical thinking, creativity, and a deeper understanding of the world around them. Teaching is given a holistic approach and is organised with the student in the focus.

Three *fundamental concepts* are at the core of the IB Middle Years Programme:

- **holistic learning** - learning through the real-life context
- **Intercultural awareness** - promoting different cultures, cooperation, tolerance and respect
- **communication** - developing students' language acquisition and multiple forms of expressions, researching and reflection.

**Language and Literature**  
English, Croatian

**Language Acquisition**  
English, Croatian, French, German, Italian

**Individuals and Societies**  
History, Geography

**Sciences**  
General Science, Biology, Chemistry, Physics

**Mathematics**  
  
**Design**  
Product and Digital Design

**Arts**  
Music, Visual Art, Theatre

SUBJECT GROUPS



# MIDDLE YEARS PROGRAMME

## Holistic Learning Journey

The school's Middle Years Programme includes Language and Literature - English and Croatian, as well as Language Acquisition courses - English, Croatian, German, French, and Italian. English is the language of instruction. English Language Support (ESL) classes are offered for students whose English proficiency is not yet sufficient to follow regular classes. The school also supports the development of students' home languages.

Through the Arts, integrating Music, Theatre, and Visual Art, we promote both the diversity of national cultures and the creativity of our students. The integration of new classroom technologies exposes students to innovative methods of knowledge acquisition and helps develop their critical thinking skills.

The school offers a wide range of extracurricular activities, including Extra Sport (Football, Basketball, and Volleyball), Choir, School Cooperative, Gardening, STEM Club, Journalist Group, Stage Management, Reading Club, and Piano Classes.

## Daily schedule

The school day starts at 8 a.m.  
and ends the latest at 3:35 p.m.



## Service as Action

Service as Action is an integral part of what it means to be an MYP student at Matija Gubec International School. It encourages students to connect their learning with meaningful community involvement, fostering empathy, responsibility, and global citizenship. At the heart of this approach is the belief that education neither begins nor ends in the classroom - essential aspects of learning exist in all areas of life. Through Service as Action, students apply their knowledge and skills to real-world situations, gaining a deeper understanding of their communities and their role in shaping a better world.



Students are guided to identify needs, plan and take action, reflect on their experiences, and evaluate the impact of their efforts. This process nurtures student agency and personal growth, empowering learners to become caring, active participants in their communities and beyond.



## Community Project

The Community Project is a significant learning experience completed in Year 3 of the MYP at Matija Gubec International School.



This project focuses on community and service, providing students with the opportunity to explore and respond to identified needs within local or global communities through service learning. It encourages sustained, in-depth inquiry and culminates in meaningful action. Students may complete the project individually or in groups of up to three. The topic is selected in consultation with a supervising IB teacher, who guides the project's development in line with the MYP Community Project objectives and assessment criteria.



## When somebody says PYP I think of...



...friendship, enthusiasm, being honest, being kind, helping, respect, making good choices.

...respecting others and being kind, teamwork, confidence, learning, being creative, we make friends.

...friendship, respect and knowledge.

...working in team and respecting others. We create something new every day.

...being kind to others and always work as a team.

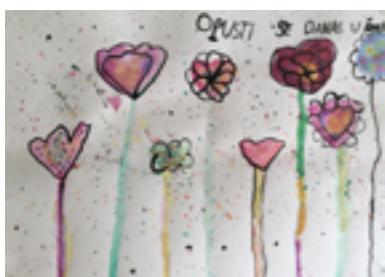
...kindness and we learn to save the environment.

...how to create things with my hands and make my motor skills better.

...respecting others, do not waste water, be kind to everyone, eat the food in school that you get and be thankful.

...an international school where I learn a lot and my teachers are always good. PYP is a big part of me and I like it really much.

...a learning program in schools with key questions and lines of inquiry.



## What the MYP means to me?

I practise a lot of new learning skills and it makes learning easier for me.

It helps me understand my mistakes and encourages me to improve them.

It helps me learn through fun activities.

MYP develops my skills which I will use in my everyday life.

MYP teaches me to accept other cultures and languages.

MYP impacts me by pushing me to be at my best. It also encourages me to help the community.

MYP encourages us to be honest, to learn and reflect.

As an MYP student I have learnt many new learning strategies.

It gives me a much wider perspective on the world around us. I have learnt how to be a better person and a dedicated team player. I learn so many new things in school and outside the school.

The MYP helps me become a better learner and teaches me how to overcome challenges.

It encourages my talents and helps me with my faults and understanding my problems.



**PYP students**

**MYP students**



**MATIJA GUBEC  
INTERNATIONAL SCHOOL**

PROMOTES THE PRINCIPLES OF INTERNATIONAL  
EDUCATION

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