

2025

# Year 9 Community Project Parent, Guardian and Mentor Guide



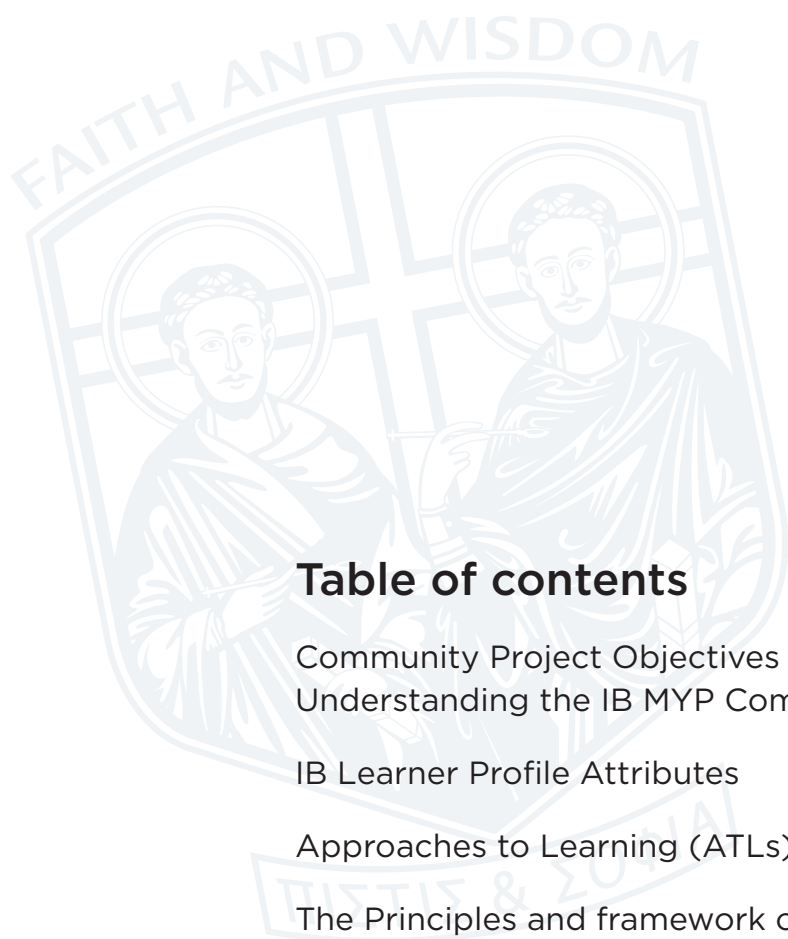
OAKLEIGH  
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## **Year 9 Community Project Parent, Guardian and Mentor Guide**

The Year 9 Community Project Parent, Guardian and Mentor Guide serves as a resource for understanding and supporting the International Baccalaureate (IB) Middle Years Programme (MYP) Community Project. This project is a pivotal part of the IB MYP, designed to develop students who are engaged with their communities on both local and global scales. It emphasises the importance of service and community engagement, developing skills in dialogue, relationship-building and reflection.



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## Community Project Objectives



## Understanding the IB MYP Community Project

The IB MYP Community Project is an integral component of the International Baccalaureate Middle Years Programme (IB MYP), which aims to develop internationally minded students who are engaged with their local and global communities. Embedded in the IB philosophy, the Community Project encourages students to take principled action and make a positive impact on real-world issues while fostering their personal and academic growth.

By engaging in the Community Project, students develop a deeper understanding of the principles of service, dialogue, relation-building, reflection, principled action as intercultural global citizens.





## IB Learner Profile Attributes

As part of the Community Project, students are required to undertake a Community Engagement Project that addresses a specific community need or issue. This project should align with the IB Learner Profile attributes, which include being caring, principled, reflective, and open-minded, among others.



"The best way to find  
yourself is to lose yourself in  
the service of others."

*Mahatma Gandhi*





## Approaches to Learning (ATLs)

Approaches to Learning (ATLs) are essential skills that students will develop for working independently and in groups, conducting research, and reflecting on their learning. These skills are transferable to the community projects, supporting successful project completion, and to students' daily interactions as local and global citizens.







## The Principles of Community Engagement

Community engagement in the MYP is based on three fundamental principles:

- 1 Dialogue**  
Encourages open and respectful conversations where ideas, experiences and perspectives are shared between others within the community.
- 2 Relationship-Building**  
Focuses on creating strong meaningful connections between individuals and groups to foster collaboration.
- 3 Reflection and Reflexivity**  
Promotes self-awareness and continuous learning by critically assessing one's role and actions within a community.

## Community Engagement Framework

- 1 Advocacy**  
Encouraging students and community members to stand up for causes, raise awareness and drive positive change.
- 2 Action Research**  
Engaging in systematic inquiry to analyse community needs evaluate solutions and implement evidence-based improvements.
- 3 Social Entrepreneurship**  
Empowering individuals to develop innovative solutions to social issues through business and community-driven initiatives.
- 4 Participation**  
Encouraging active involvement in projects, discussions, and initiatives that contribute to community growth.
- 5 Community-Building**  
Strengthening relationships and fostering a sense of belonging by bringing people together for shared goals and mutual support.

## **The IB MYP Community Project in Action**

The Community Project is an opportunity for Year 9 students to explore and reflect on their interests, address a community need, and make a positive impact.

### **Service-learning Model**

The Community Project is aligned to the service-learning model that we implement at Oakleigh Grammar. Inquiry/investigation, planning, action and reflection.

### **Components**

The MYP Community Project consists of four components

- **Principled Action**
- **Process Journal**
- **Presentation**
- **Reflection on Project as learning experience**







# Project Requirements

Students are to spend **15 hours** of work on the Community Project. They can work independently or in groups of 2-3.

## 1. Process journal for reflecting

The project journal can be physical or digital; however, will need to be uploaded onto **Compass** for assessing.

The journal is not a daily account rather a display of learning and key findings.  
Please refer to student criteria list attached separately.

## 2. Proposal

Students are required to complete a proposal that outlines the need in the community, how they will use their skills, interests, and passions, including how they will conduct investigation into a community need. Students to upload onto **Compass**.

## 3. Presentation and Final Report

Every student is to fill in the Academic Integrity form and submit with their final report.

- a) **10-15 process journal extracts are expected in the final report and presented during the exhibition.**
- b) **6-14 minutes oral presentation** (6-10 minutes for individual students and 10-14 minutes for group presentations with visual aids)
- c) **Bibliography included in submission**
- d) **Signed Academic Integrity**

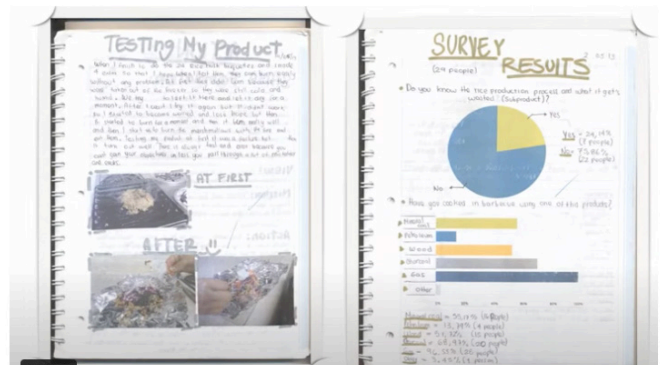
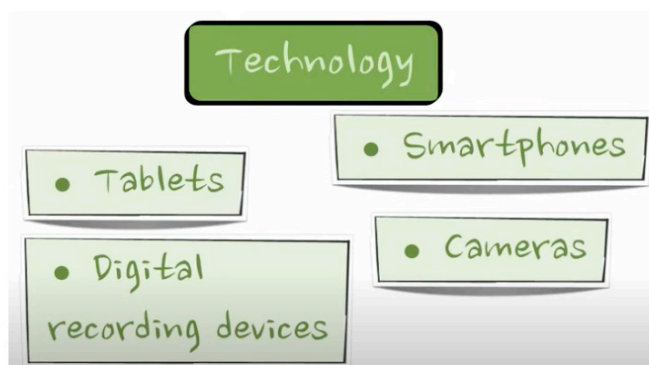
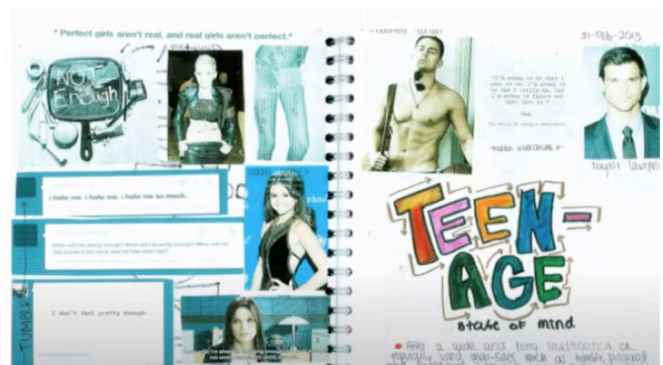
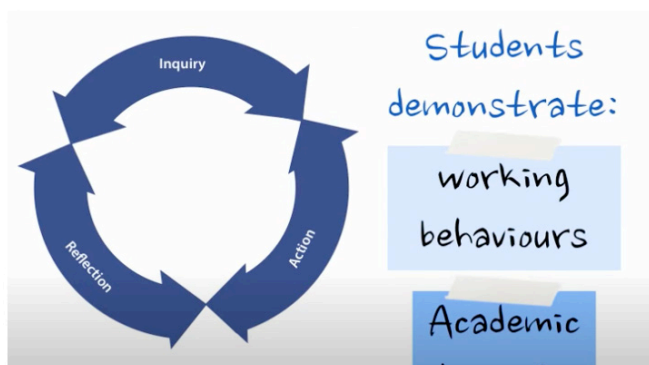
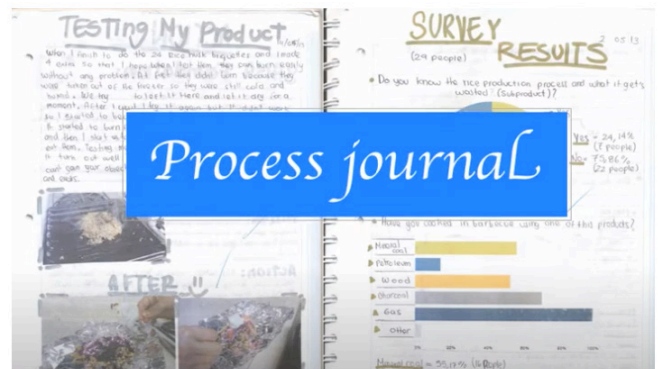
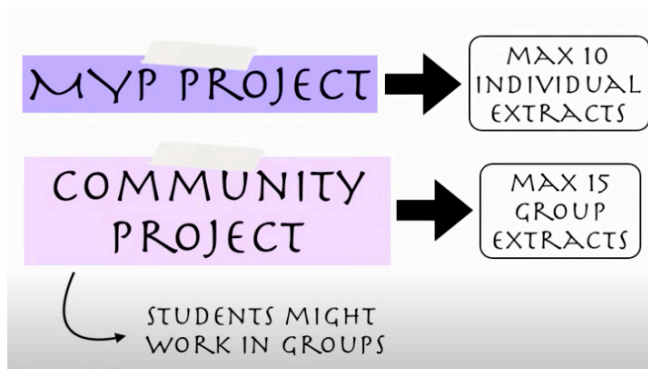
Scan the QR code to learn more about the process journal.



## Key Submission dates are:

Proposal	- 5 June 2025
Process Journal	- 5 August 2025
Exhibition, final report and oral presentation	- 5 September 2025











## KEY PROJECT DATES & TIMELINE

<b>Term 1</b> Introduction to the Community Project	<b>Week 9:</b> Mentor teacher/parent info session 27 March
<b>Term 2</b> Investigation and Inquiry Phase	<b>Week 3:</b> Mentor teacher/student mentee assigned
Planning Phase	<b>Week 4:</b> Mentor/student meeting 1
Action Phase	<b>Week 7:</b> <b>Proposal Due: 5 June</b>
	<b>Week 8:</b> Mentor teacher/student meeting 2
	<b>Week 8 - 10:</b> Taking action starts <b>10 June</b>
<b>Term 3</b>	<b>Week 1 - 4:</b> Students/groups complete service: 21 July - 8 August
	<b>Week 2:</b> Fundraising stalls: 28 July - 31 July
	<b>Week 3:</b> Mentor teacher/student meeting 3 <b>Process Journal Due: 5 August</b>
	<b>Week 4 - 6:</b> Students reflect on the impact of their project
	<b>Week 6:</b> Mentor teacher/student meeting 4 (optional)
Reflecting Phase	<b>Week 7:</b> <b>Exhibition: 5 September</b> <b>Project presented to school community</b>
<b>Term 4</b> Final feedback and comments	<b>Week 3:</b> Mentor teacher/student meeting 5 - To report on Community Project grades





# Global Context

Each student and/or group will need to select **one** global context. The context is a framework that will help guide students' reflection, inquiry and measure impact that their project has had within their community. It provides a lens for an issue of their choice.





### **Identities and relationships**

Who we are: an inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

### **Orientation in space and time**

Where we are in place and time: an inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

### **Personal and cultural expression**

How we express ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### **Scientific and technical innovation**

How the world works: an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### **Globalization and sustainability**

How we organize ourselves: an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the

### **Fairness and development**

Sharing the planet: an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.





## Learning Outcomes and Assessment

Completing this project is a Year 9 requirement to earn the Oakleigh Grammar **IB MYP Certificate of Completion**.

## Assessment Criteria

Scan the QR code to view the assessment criteria.

Students will be marked from a grade of 1–8 for each criterion.

**Objective A:** Investigating

**Objective B:** Planning

**Objective C:** Taking Action

**Objective D:** Reflecting



## List of possible Community Project ideas

### 1. Environmental Projects

**School Recycling Program** – Organise a recycling initiative to reduce waste at school.  
eg. plastic water bottle recycling.

**Community Clean-Up Day** – Partner with local groups to clean parks, beaches or streets.

**Tree Planting Campaign** – Work with environmental organisations to plant trees in local areas.

**Sustainable Gardening** – Create a vegetable or pollinator-friendly garden at school.

**Composting Initiative** – Teach students and staff about composting and set up bins on campus

### 2. Social Awareness & Advocacy

**Anti-Bullying Campaign** – Create awareness through posters, presentations or videos.

**Mental Health Awareness Week** – Organise activities to promote mental well-being.

**Raising Awareness for a Cause** – Choose an issue (eg. homelessness, animal rights) and educate the school community.

**Letter-Writing Campaign** – Write letters to government officials about important social issues.

### 3. Helping the elderly

**Tech Help for Seniors** – Teach elderly community members how to use smartphones and social media.

**Pen Pal Program** – Connect students with senior citizens through letter-writing.

**Visits to Aged Care Homes** – Plan entertainment activities like music, storytelling, or art sessions.

### 4. Supporting Underprivileged Groups

**Food Drive for a Local Shelter** – Collect and donate food to homeless shelters.

**Clothing & Blanket Collection** – Organise a winter drive for those in need. eg. run by SRC or other events.

**Book Donation Initiative** – Collect and donate books to underprivileged schools.

### 5. Education & Mentorship

**Homework Help Club** – Tutor younger students in subjects they find difficult.

**Reading Buddies Program** – Pair up with primary school students to improve literacy skills.

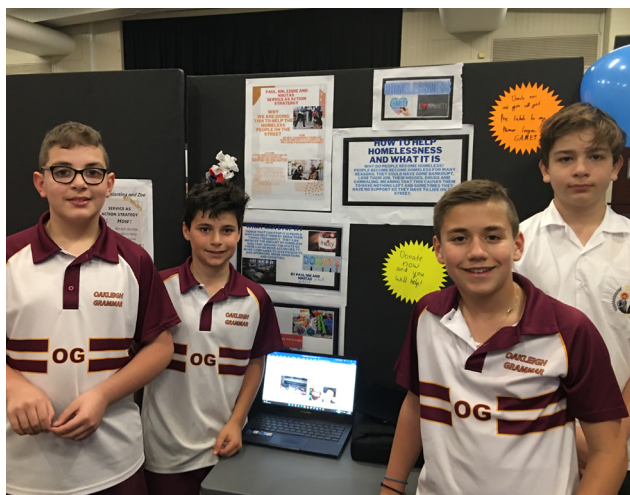
**Creative Writing Contest** – Encourage younger students to express themselves through writing.

### 6. Health & Well-Being

**Healthy Eating Initiative** – Promote nutritious food choices at school.

### 7. Animal welfare

**Wildlife Protection Project** – Create birdhouses or raise awareness about endangered species,



## Supporting Your Child

As a parent/carer, your role is to provide guidance, support, and encouragement throughout the project. Encourage your child to choose a project topic that aligns with their interests, passions, and skills. Help them develop a clear project goal and action plan, considering timelines, resources, and potential challenges. Offer guidance and assistance as needed but encourage them to take ownership of the project and make decisions independently.

Additionally, it is important that you understand the assessment criteria for the community project, as students are required to present their outcomes at an exhibition displaying extracts from their process journal and delivering an oral presentation.

## Mentor Teacher Expectations and Responsibilities

As a Mentor teacher, your role is to supervise, mentor, provide feedback and resources, to help your student mentee or group navigate the project process. Listen actively to your mentee's or group ideas, concerns, and progress, and offer guidance based on your experience and expertise. Help them set realistic goals, manage their time effectively, and overcome any obstacles they encounter along the way.

**Important:** If your group has a fundraising component you are expected to assist with money handling arrangements. See back page of this guide for details.

## Mentor Teacher Checklist

There are 3-4 meetings' schedules throughout the project phase. Ensure you stick to it.

Mentor teachers should:

- ☐ ensure students' topics are appropriate
- ☐ assist with the process, timeline, and supporting the development of students' self-management skills
- ☐ ensure student safety during taking action phase
- ☐ if money is raised through fundraising, mentor teachers are responsible for counting and managing funds. (See back page for further details)
- ☐ ensure the process journal meets the criteria
- ☐ ensure the academic integrity of the project and the form is signed submitted in report
- ☐ ensure students are prepared for the final exhibition and work has been placed on **Compass**
- ☐ assess the community project using the assessment criteria
- ☐ provide feedback and grades to your student group

### Meeting 1 Proposal review

Planning for Service & Global Contexts

### Meeting 2 Planning & Action

Tracking Service & Assessing Safety - Journal process

### Meeting 3 Preparing Report

Reflecting on taking action and preparing for Exhibition

### Meeting 4 Feedback

Receiving Feedback & Reporting



# Fundraising Money Handling Procedures

Each mentor teacher will support their group by following the process below.

## Collection of Funds:

- The mentor teacher, along with at least one student in their group, to contact the chosen charity prior to event to arrange deposit of funds and request correct bank account details.
- All funds raised during any community project or fundraiser must be collected in the presence of a **designated staff member or mentor teacher**.
- The Oakleigh Grammar **money collection form** is to be used to record the following:
  - Total amount collected
  - Date of collection
  - Who the collection is for (charity or event name and charity's bank account details)
  - Signature of the staff member/mentor overseeing the collection
  - Name and signature of the OG accounts department for safe keeping until funds are deposited

## Secure Storage:

- Once collected, the funds must be placed in a **sealed, labelled envelope** with the **completed money handling form** and **handed to the designated mentor teacher** who will **immediately hand it to accounts receivable** (Sylvia Camilleri) for safe keeping.
- Under no circumstances should funds be stored by students or left unattended.

## Depositing of Funds:

- The mentor teacher is to inform, by emailing the MYP Service Coordinator [jsmit@oakleighgrammar.vic.edu.au](mailto:jsmit@oakleighgrammar.vic.edu.au), accounts receivable [accountsreceivable@oakleighgrammar.vic.edu.au](mailto:accountsreceivable@oakleighgrammar.vic.edu.au), accounts payable [accountspayable@oakleighgrammar.vic.edu.au](mailto:accountspayable@oakleighgrammar.vic.edu.au), the total funds raised.
- A **receipt of the deposit** must be obtained from the charity or relevant organisation and submitted to the mentor teacher, MYP Service coordinator, accounts receivable and accounts payable.
- The final amount raised; the students keep information for record-keeping in their **Community Project Journal**.
- The funds deposit is aimed to be completed **within 10 business days** of the fundraising event.

Thank you for all your support.



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