

2024

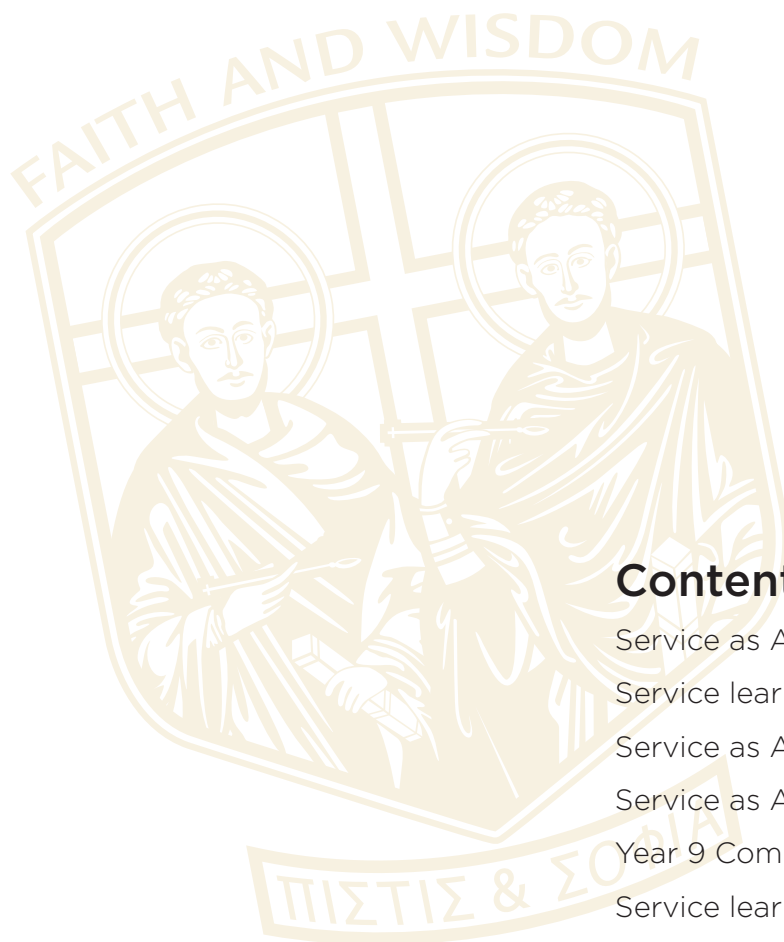
Service as Action



OAKLEIGH
GRAMMAR



Philotimo means mutual recognition and togetherness which underpins a proud notion of Greek culture.



Contents

Service as Action overview	2
Service learning in 2024	2
Service as Action snapshot	3
Service as Action student journey	6
Year 9 Community Project	7
Service learning in the curriculum	7
Frequently asked questions	17



Message from the Principal

“Oakleigh Grammar is a community school in its truest sense. It is normal to see a wide range of family members at school at the beginning or end of each day dropping off or collecting their students.

The notion of service learning is an amazing way for students to learn about the fundamental concepts such as giving and collaborating. It not only prepares our students in the classroom but gives them valuable insights into the community and practical application of their knowledge in the real-world.

From our perspective, service learning is an educational approach that combines learning objectives with the service outcomes to provide a pragmatic, progressive learning experience while meeting societal needs. Our commitment to the International Baccalaureate Middle Years Programme is unequivocal; the essence of what one can give to society promotes good character - this is what we want to instil in all of our students, and in particular our graduates”.

Mr Mark Robinson
Principal

Service as Action overview

Service as Action at Oakleigh Grammar

Welcome to Oakleigh Grammar's Service as Action program where we embody the principles of the International Baccalaureate (IB) philosophy. Our commitment to service learning is ingrained in our educational model, fostering a holistic approach to learning that extends beyond the classroom. Oakleigh Grammar is a multicultural environment with Christian values, where diversity is celebrated, and inclusion is encouraged.

Our IB Learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and the environment. These values are reflected in the 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." Therefore, action in the MYP is an essential element of the learning process because it supports students to develop their personal understanding, their unique sense of self and take appropriate engagement with the community. Service requires that students build connections between their classroom learning and the local, national and global issues to grow in confidence and responsibility as young people who can make significant and inspired change.



Service learning in 2024

At Oakleigh Grammar, we believe in experiential learning through service as part of our commitment to connecting with the community and nurturing ambition and aspiration within our students. Our service learning model combines meaningful community engagement with reflective practices to enhance students' academic, personal, and social development. By integrating service into the curriculum and Pastoral Care and Wellbeing Program, students acquire skills that support lifelong learning. The Pastoral Care and Wellbeing core pillars include positive community engagement, student agency and personal growth, they are key part of service learning in the Middle School.



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Pastoral Care & **Wellbeing**

Core pillars

At Oakleigh Grammar we take a holistic approach to pastoral care and wellbeing, in tandem with our academic and co-curricular programs, as we seek to create and maintain a safe, nurturing and educational community where students can thrive.

We recognise the importance of working closely with our families and that all members of the community share in the responsibility.

We seek to ensure that our students graduate understanding the importance of kindness, respect and humility, whilst maintaining a zest for life.

<p>Character Development and Growth</p> <p>Building a positive sense of self and personal accountability</p> 	<p>Child and Youth Safety</p> <p>Making safe decisions and behaving in ways that protect self and others</p> 	<p>Christian Life</p> <p>Meaning and purpose</p> 	<p>Digital Connectedness</p> <p>Engaging purposefully, creatively and safely</p> 	<p>Positive Community Engagement</p> <p>Going beyond myself to serve others</p> 	<p>Relationship Building</p> <p>Relating to and respecting others</p> 	<p>Student Agency</p> <p>Advocating for self and others for a positive impact</p> 
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Service as Action snapshot

In our Pastoral Program, Year 6 and 7 students dedicate **10 hours** to service, while Year 8 and 9 students commit to **15 hours**. Additionally, within each curriculum area, students will accumulate service experiences across different subjects and develop their skills further. Students will use IB Learner Attributes and develop their Approaches to Learning Skills (ATLs) throughout the program.

	YEAR 6	YEAR 7	YEAR 8	YEAR 9
PASTORAL	Advocacy and research into supporting the disadvantaged	Research and indirect service focus on wellbeing	Advocacy and indirect service for communication and voice	Completing Community Project
CURRICULUM	Language and Literature – Campaign for the future	Visual Arts – Textiles Bio-luminescent Beasties	Science – Ethics in Science	Individuals and Societies – Food Security, Scarcity and Sustainability
CURRICULUM	Mathematics – Parts of a Whole	Performing Arts – Devising Physical Theatre	Performing Arts – Mind Matters	Product Design – The Power of Upcycling and Redesign



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

Mahatma Gandhi



Students' participation in Round Squares will strengthen opportunities within the local and global community through connection and collaboration, learn by doing and student leadership.

Four types of service

1. **Direct Service:** Students have interaction that involves people, the environment, or animals. These are hands-on activities that directly address a community need. Examples include coaching, tutoring or volunteering.
2. **Indirect Service:** Actions that support the community indirectly, students do not see the recipients during indirect service, their actions will benefit the community or environment. Examples include organising fundraisers, advocating for changes in the community.
3. **Advocacy:** students to promote action on an issue of public interest. Examples include develop an awareness campaign in the community, performing a play or creating a video on sustainable solutions.
4. **Research:** Students collect data and analyse a topic of importance. Example include conducting environmental surveys or research ways to understand community needs better for future service initiatives.

HARK

Oakleigh Grammar's service learning opportunities allow students to develop agency and voice.

H Humility

A Aspiration

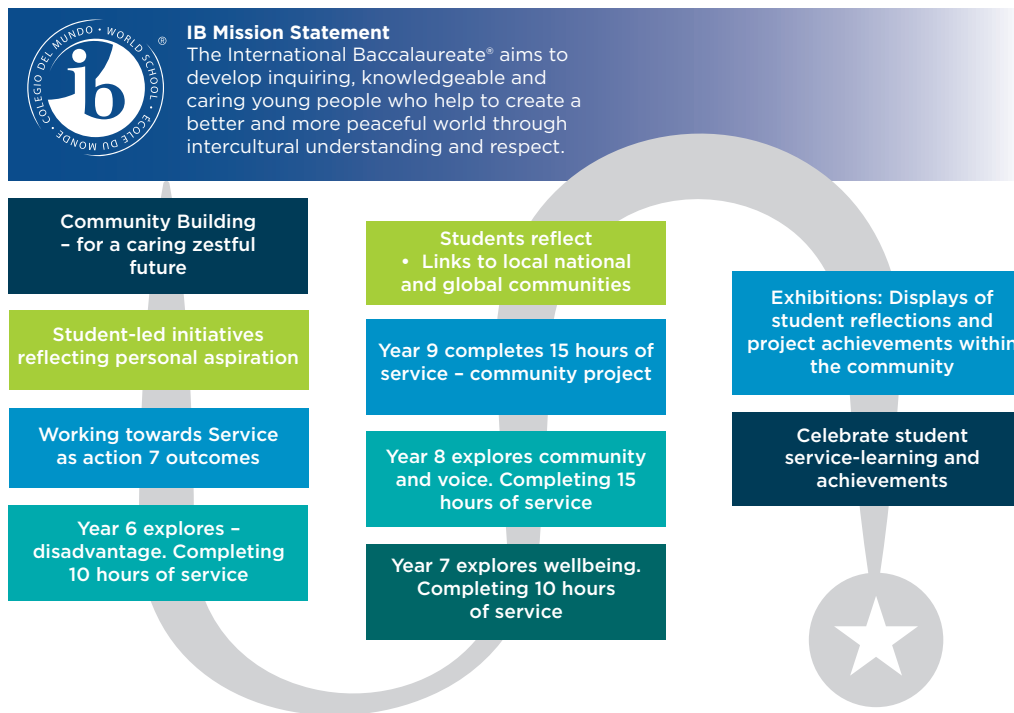
R Respect

K Kindness

Orthodoxy inspires
our Values

Service as Action student journey

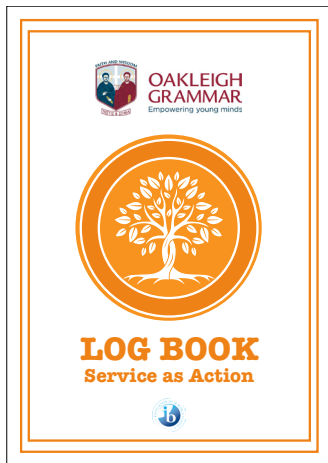
Service is a journey and reflective of community need. Each student will determine a need within the community; a local or global need, and engage in service based on their interests, skills, passions, and strengths. Service as action usually occurs in Term 2 and 3; however, the school has on-going commitment to the community and a variety of charities and causes are supported throughout the year. Service will occur within a variety of phases that supports student learning.



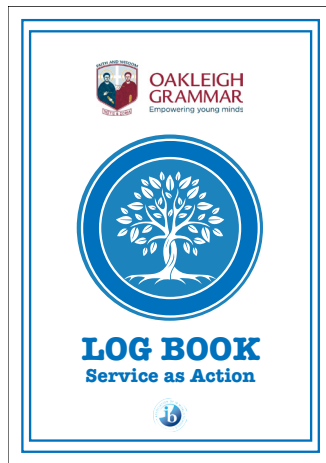
Oakleigh actively support various charities and programs that align with our values and IB mission. Some of the initiatives we are involved with are run in collaboration with Student Representative Council (SRC).

- Five Loaves Initiative
- Food Easter Appeal
- St Kilda Mum's for Mother's Day
- Red Nose Day
- Ronald McDonald House Donations Appeal
- Father's Day Toiletries Drive,
- Food Xmas Appeal
- World Autism Awareness Day
- Loud Shirt Day for Hearing Impairment
- Jeans for Genes
- Off Your Back Appeal
- RUOK Day

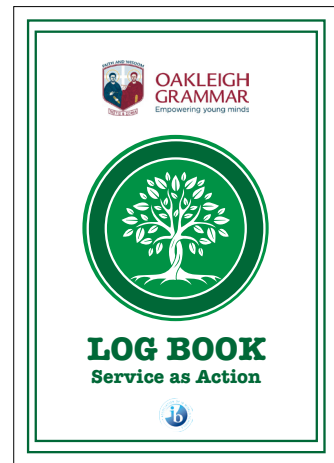
Students will have the opportunity to participate in service as action to support these charities and causes of their choice during our pastoral program. Year 6 and 7 students are expected to dedicate **10 hours** to service, while Year 8 and 9 students are committed to **15 hours** of service. In Year 6, 7 and 8 students will be expected to log their service hours into their logbook.



Year 6



Year 7



Year 8

Year 9 Community Project

The Community Project require students within Year 9 to develop and participate in a group or individual service project that engages in local and/or global issues, addressing specific community needs, such as environmental conservation or elderly care.

Students are required to complete a service proposal, documenting their process in a journal and complete **15 hours** of service. At the end of the project students will present their project in a presentation at end of year exhibition. Additionally, students are expected to regularly meet with their supervisor/mentor. A final grade will be awarded to students based on their Community Project.

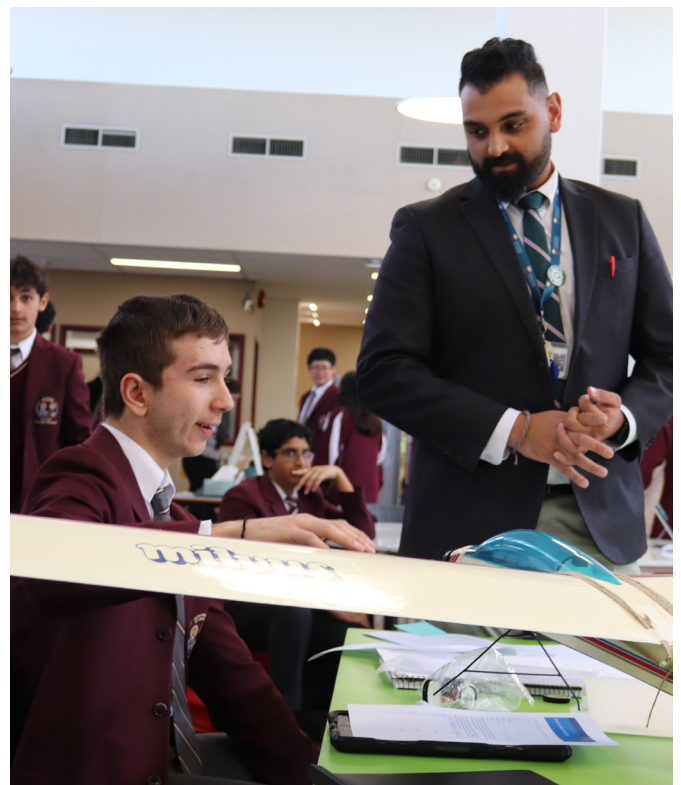


Scan to view the Service as Action Year 9 Community Project

Tips for parents and carers

1. Familiarise yourself with the SAA requirements
2. Discuss the requirements with your son/daughter
3. Share your own volunteer experiences or community concerns with them Explore your child's interests and look for some volunteer activities together Contact your child's teacher or pastoral leader for further information
4. Help your child connect their learning with the real world

Service learning in the curriculum



Service learning is integrated into our curriculum across various subjects, providing students with opportunities to apply their academic knowledge to real-world contexts.



OAKLEIGH GRAMMAR
The Amazing MATHS Race
★★★★★ Congratulations ★★★★★
1st
10th August 2024

OAKLEIGH GRAMMAR
The Amazing MATHS Race
★★★★★ Congratulations ★★★★★
1st
10th August 2024

OAKLEIGH GRAMMAR
The Amazing MATHS Race
Congratulations ★★★★★
2nd
10th August 2024

OAKLEIGH GRAMMAR
The Amazing MATHS Race
Congratulations ★★★★★
2nd
10th August 2024

Mathematics

Year 6

Parts of a whole

Time frame

Term 1 and 2, 10 weeks

Tangible outcome

Students will apply their knowledge of fractions, decimals, percentages, ratios, and rates in the research on United National Human Development Index.

The outcomes include working collaboratively with others; developing international mindedness through global engagement, multilingualism, and intercultural understanding; considering the ethical implications of your actions.

Public awareness opportunity

As a form of both research and advocacy, the student's final tasks will be publicly presented.

Type of service

Research/Potentially Advocacy

Essential purpose of the service learning

The service as action component in this MYP maths unit integrates students' understanding of fractions, decimals, percentages, ratios, and rates with an analysis of the United Nations Human Development Index. This hands-on approach enables students to apply mathematical concepts to real-world contexts, fostering skills in collaboration, international-mindedness, and ethical reflection. By examining global human development disparities, students enhance their mathematical competence while developing a deeper appreciation for global challenges. This unit encourages critical thinking about the ethical implications of data interpretation and the potential for mathematics to contribute to addressing equity and sustainability issues, promoting responsible global citizenship.



Science

Year 8

Ethics in Science

Time frame

Term 2, Weeks 10 & 11

Tangible Outcome

Students research a controversial, innovative Science invention. They consider it from various perspectives: environmental, political, humane, economical, and of course ethical. They analyse the positive and negative consequences of the process.

Public awareness opportunity

This is a group tasks, teaching students' co-operation and sharing of ideas. The product is a poster which is presented to their peers and displayed in the science lab.

Type of service

Advocacy and research

Essential purpose of the service learning

Students are taught to question Scientific inventions that are normally considered to be improvements. They are encouraged to see that all change has both positive and negative aspects to it. Accepting scientific progress at all costs may not always be the best idea.

Students complete a reflection questionnaire where they indicate whether this work has changed their way of thinking about science.

THE SAINTS

PURPOSE

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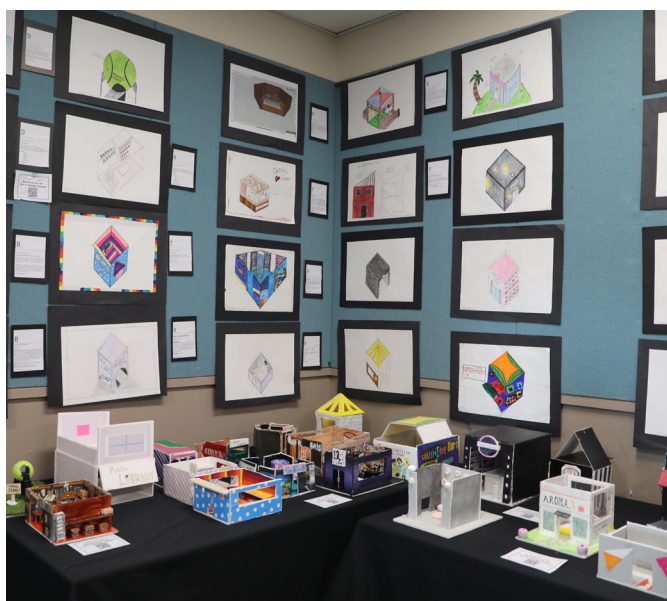
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Text in the middle-right poster box.





Visual Arts

Year 7

Bio-Luminescent Beasties

Time frame

Term 1

Tangible Outcome

Students will develop an appreciation for the interplay between creativity and cultural influences in shaping various aspects of society and human expression.

Public awareness opportunity: Intercultural perspectives through art. Understanding in a textile project involves considering both the technical aspects of sewing and the conceptual understanding of cultural influences and artistic choices.

Type of service

Direct service

Essential purpose of the service learning

Students will learn to use their skills and talents to create an exhibition. An exhibition invites the community to engage with the students' artwork. This interaction promotes a sense of community involvement, fostering connections between the school and the broader local community. Students can celebrate and share their diverse cultural backgrounds through their textile projects. This contributes to a more inclusive and appreciative school culture supporting international mindedness and intercultural understanding. Furthermore, by hosting an exhibition, it cultivates a greater appreciation for the arts and cultural diversity among both students and the wider community.

Product Design

Year 9

The Power of Upcycling and Redesign

Time frame

Term 1, 10 weeks

Tangible outcome

Students will actively engage with local communities and relevant stakeholders to gain firsthand insights into the cultural, environmental, and social contexts. This includes research into a need in the community with a focus on sustainability. Through hands-on problem-solving students will not only deepen their understanding of issues surrounding sustainable design practices but also allow them to contribute meaningfully by addressing real-world challenges, fostering a sense of responsibility and empathy.

Public awareness opportunity

Students will present design solutions to meet a community need during the design exhibition.

This includes a final product, evaluation, and process journal.

Type of service

Research and Direct service

Essential purpose of the service learning

In this module, students are taught to consider the specific needs of their local community by upcycling and redesigning a product using materials, including natural and Indigenous materials to present devise solutions. This approach addresses tangible real-world issues, nurturing a sense of accountability for the future and empathy among learners.





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National
Orthodox School
Competitive

OAKLEIGH

Performing Arts

Year 7

Devising Physical Theatre

Time frame

Term 1

Tangible Outcome

Through a development of expressive skills, students will celebrate their individuality, while also celebrating the success of their peers. This will enable a growth in empathy that will manifest within their social worlds. Through performance, students will strengthen their sense of self, impacting positively on their self-esteem.

Public awareness opportunity

Perform original work for their peers. This generates positive feedback, a sense of community, accomplishment, and achievement.

Type of service

Indirect Service

Essential purpose of the service learning

Students will learn how to express themselves vocally, physically, and collaboratively. They will gain confidence, become reflective thinkers, becoming aware of their own creativity and the possibilities of others.



Performing Arts

Year 8

Mind Matters

Time frame

Term 3

Tangible outcome

The summative task directly addresses advocacy in that it asks students to address issues where bullying, status or power may be used in a symbolic and conceptual manner. They will be able to examine where this may exist in the wider world and replace it with respect and kindness.

Public awareness opportunity

Students will work in a group to develop, structure, rehearse and present drama. The drama should explore issues relating to power and status. It should incorporate non-naturalistic devices, and elements of physical theatre to highlight a message about dealing with oppression.

Type of service

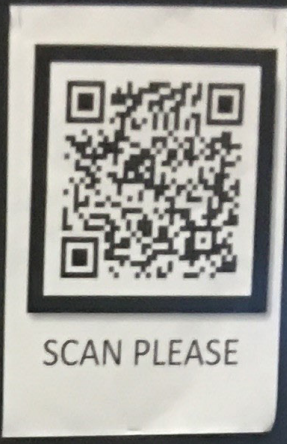
Advocacy

Essential purpose of the service learning

Students will examine the hidden forms of bullying and explore concepts of status and power. They will explore non-verbal language and use dramas devices to depict oppression.



Donate now!
I will give you
HANDS!



HELP THE HOMELESS

COME HELP THE HOMELESS

Come and donate used clothes that you don't use anymore
Red cross number:

DONATE TODAY!
Link:
redcross.org.au/shop/donate-clothes-goods

DONATE CLOTHES

OCT 12 TO NOV 1

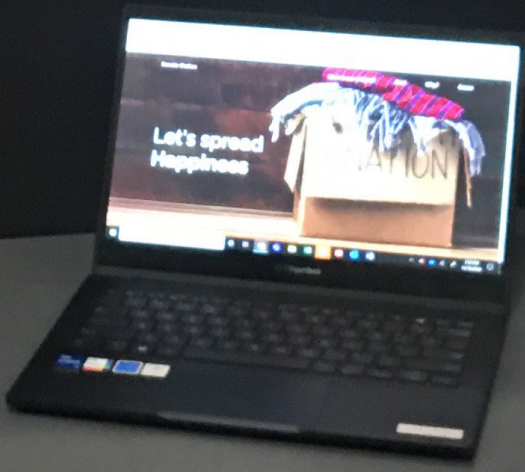
DONATE NOW TO MAKE A SMILE

Why so many people sleep in the cold or donate a cloth

COME HELP THE HOMELESS

Come and donate used clothes that you don't use anymore
Red cross number:
800723276

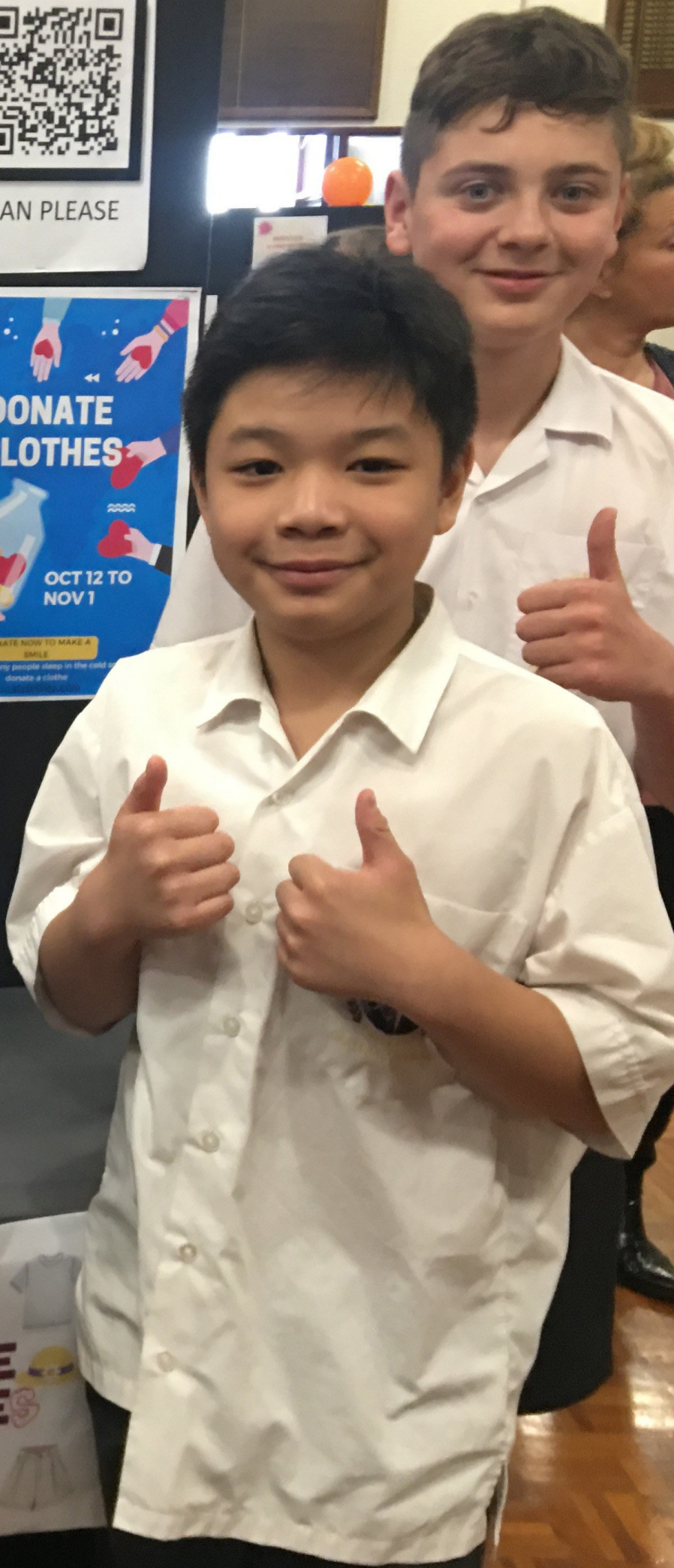
DONATE TODAY!
Link:
redcross.org.au/shop/donate-clothes-goods



redcross.org.au/homelessness

DONATE CLOTHES

Let's spread happiness by donating clothes to people who need them. Everything you donate goes straight to people who need it.



Language and Literature

Year 6

Campaigning for the Future

Time frame

6 weeks

Tangible outcome

Students learn to consider different perspectives associated with world issues; they show empathy, and respect while working to persuade their audience to take action. By the end of the unit, students will create a pitch for a digital media campaign that makes a positive difference in the lives of others and in the world around us.

Public awareness opportunity

Students will pitch their campaigns for making the world a better place to senior executive members of staff in a simulated version of 'The Dragon's Den.' This provides a great opportunity for students to develop professional communication skills while dealing with the excitement of advocating to 'important people.'

Type of service

Advocacy

Essential purpose of the service learning

This unit invites students to think critically about real-world issues present around them. In addition, students are encouraged to creatively harness persuasive techniques with the intention of impacting an audience for a greater effect.



Individuals and Societies

Year 9

Food Security, Scarcity and Sustainability

Time frame

Term 4, Weeks 6-8

Tangible outcome

Students cast themselves into the role of young activists who have been selected to participate in a 'national competition' focused on addressing pressing issues related to food security, scarcity, or sustainability. Their task is to identify a specific issue within the realm of food security, scarcity, or sustainability and develop a well-researched solution. They can choose from topics such as hunger, food wastage, climate change's impact on agriculture, sustainable farming practices, or any other relevant issue they are passionate about.

Public awareness opportunity

Students will have the opportunity to advocate for change by promoting their issue/solution around the school.

Type of service

Research + Advocacy

Essential purpose of the service learning

Throughout this unit, students are required to research and problem-solve an issue related to food security, scarcity or sustainability. In doing so, students are likely to develop empathy for those less fortunate than themselves, gratitude for what they have in their own lives, and an appreciation for the challenges that exist on the global scale. This places an emphasis on international mindedness.

Year 9 Community Project

What is the Community Project?

The Year 9 Community Project (CP) is a collaborative and inquiry-based project where students identify a local or global issue, develop a plan of action, and implement solutions.

Timeline – 15 Week Process

Research and Planning Phase

Weeks 1–7

Implementation Phase

Weeks 8–11

Reflection and Presentation Phase

Weeks 12–15

Assessments

Students will be assessed based on their project proposal, implementation, reflection, and final presentation.

References

Toddle, the online platform used for project management and assessment tracking.

Learning outcomes and assessments for Service as Action

The Service as Action program aims to foster the development of the following seven learning outcomes:

- 1 Become more aware of your own strengths and areas for growth
- 2 Undertake challenges that develop new skills
- 3 Discuss, evaluate and plan activities
- 4 Persevere in action
- 5 Work collaboratively with others
- 6 Develop international mindedness through global engagement, multilingualism and intercultural understanding
- 7 Consider the ethical implications of your actions

Frequently asked Questions

1. What if I'm unable to participate in certain types of service due to personal reasons?

We understand that each student's circumstances are unique. Alternative service options are available to accommodate individual needs.

2. How can parent/guardians get involved in the Service as Action program?

Parents/guardians can support their children's service initiatives by volunteering, providing transportation, or donating to relevant causes.

3. Is there a minimum requirement for service hours?

We encourage students to engage in service regularly to maximise their impact and learning experience. Year 6 and 7 completes 10 hours and year 8 and 9 completes 15 hours of service. Each student will need to fill in logbook to track their service hours.

Thank you for exploring Oakleigh Grammar's
Service as Action program.

Together, we can make a positive difference
in our communities and beyond.



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