TOWARDS A BROADER VISION

Lauriston Girls’ School Community Service and Action Plan 2017-2020

Students trekking the Kuari Pass in the Indian Himalayas in Dec 2015
THE MOST SIGNIFICANT WAY IN WHICH CHILDREN LEARN GENEROSITY, KINDNESS, COMPASSION AND OTHER SIMILAR QUALITIES IS THROUGH THE ROLE MODELLING OF THE ADULTS AROUND THEM.

Susan Just
Principal

CONTENTS

Our Mission 4
Our Purpose 6
Our Goals 7
GOAL 1 8
Service 10
Cultural & Global Perspectives 12
Curriculum 14
Sports 16
GOAL 2 19
Exchanges 20
GOAL 3 23
Partnerships with local community 24
Service activities and projects 25
Student initiated service 26
Speaker program 30
Project-based learning initiatives 32
GOAL 4 Digital Fabrication 35
GOAL 5 Girls Leadership initiative 36
GOAL 6 Use of school facilities 38
OUR MISSION

Our purpose is to inspire Lauriston girls to be courageous life-long learners. They are ethical and compassionate young women seeking to resolve new-world problems and strive to be responsible, global citizens working with others to shape their world.

If we want our girls to be responsible, global citizens working with others to shape their world, then we first need to ask ourselves: ‘What kind of world do I want?’ We aim to teach our students that they can play an active role in bringing about positive change in local, national and international communities.

OUR ONGOING QUEST

We inspire Lauriston girls to be courageous lifelong learners and to deepen their outlook as ethical and compassionate young women seeking to resolve new-world problems while working collaboratively as responsible, global citizens to shape their world.

SERVICE & ACTION MISSION

To promote these values we first encourage all students to consider the question ‘What kind of world do I want for myself and for others?’ We aim to teach our students that they can play an active role in bringing about positive change in local, national and international communities.
OUR PURPOSE

Our purpose is to engage our School community with local, national or international partners in meaningful and reciprocal learning experiences. Through academic learning and community service, we prepare our students for global citizenship and enable them to be actively involved in seeking out varied perspectives and solutions.

OUR GOALS

Our goals aim to integrate community service, student initiated service, global excursions, student exchanges and educational partnerships which will:

- Involve participation in experiential and reciprocal learning which respects that each individual can learn from each other.
- Develop global perspectives and citizenship. Strengthen relationships, cultural understanding and acceptance.
- Develop collaborative and interdisciplinary learning projects.
- Expose students to current social issues enabling them to develop understanding and guiding them to meaningful action.
- Support students by enabling them to clarify their ideas, define clear goals, develop an action plan, then evaluate and reflect on the success of their plan.
- Support engagement with people from the community to better understand their perspectives and lives.
- Enable students to engage with real-world problem solving.
- Build partnerships which address a shared purpose and learn how to collaborate with others.
GOAL 1

By 2020, Lauriston Girls’ School will offer national and global excursions to students which encompass the pillars of Service, Cultural and Global Perspectives, Curriculum Learning and Sport.
GOAL 1 - SERVICE

SERVICE

Develop a group of national and global excursions which will allow students from years 10, 11 and 12 to choose from two opportunities each year.

Continue partnership with Nookanbah community.

Identify a partnership with a second indigenous community.

Investigate opportunities for students to visit East Timor, utilising the connection between Mansfield and East Timor.

Develop annual excursions to one South East Asia region, one Continental Asia region, one Central and South America region and partner with World Challenge or similar organisation.

Develop a vision and goals document for national and global excursions which clearly defines their purpose and outlines benefits of participating in an excursion where there is a significant service component.

Identify the mutual benefits between the national and global excursions offered by the School and the Duke of Edinburgh Award Scheme.

Develop an application process for students which will include a written application and an interview.

Enhance the process for student and parent preparation for national and global excursions.

KEY PERFORMANCE INDICATORS

Annual trip to an indigenous community for up to 10 students from years 10, 11 and 12.

Annual trip to East Timor for Year 10 students.

Bi-annual trip to either South East Asia regions, Continental Asia, Central and South America for up to 20 students in years 10 to 12.

Completed document which outlines the vision and purpose of national and global excursions.

Transparent application and interview process for students and teacher supervisors.

Clear and detailed information for parents and students regarding all aspects of a national or global excursion.
GOAL 1 - CULTURAL AND GLOBAL PERSPECTIVES

CULTURAL AND GLOBAL PERSPECTIVES

Develop excursions that would be run bi-annually for students from years 5 to 12. It is envisaged that at least one excursion would be run each year.

Excursion to Central Australia for years 5 and 6 students to be held each year.

Excursion to China, Vietnam or other country for years 7 to 8 students to be held every second year.

Identify one or two Humanities and Social Sciences and English national and global excursions.

Identify one or two STEM based national and global excursions.

Identify one or two Art, Music and Performing Arts national and global excursions, for years 10 to 12.

Develop a vision and purpose for each cultural and global excursion undertaken by the School.

Develop an application process for students which will include a written application and an interview.

Enhance the process for student and parent preparation for national and global excursions.

KEY PERFORMANCE INDICATORS

Offer one Cultural Perspectives excursion in each of 2018, 2019 and 2020.

Develop a process for rotation of excursions developed by cross-disciplinary areas.

Completion of the vision and purpose for each cultural and global excursion offered by the School.

Transparent application and interview process for students and teacher supervisors.

Clear and detailed information for parents and students regarding all aspects of a national or global excursion.
CURRICULUM

Develop partnerships with other schools, tertiary institutions or other organisations for the purpose of virtual or face-to-face curriculum based projects with students from the Junior School, Howqua campus and the Senior School.

Continue to develop the Signature Projects for students from year 7 to 10 which may include a partnership with an external organisation, or collaboration with one or more schools.

Identify curriculum based projects within the Junior and Senior Schools which include collaborating with an external organisation or another school.

Investigate student participation in State, national and international competitions for STEM, visual and performing arts, humanities, such as the INTEL International Science and Engineering Fair.
SPORTS

Develop at least two national or global excursions that would be run bi-annually for students from year 9 to 12.

Identify and document the vision and purpose for any national or global excursion undertaken by students.

KEY PERFORMANCE INDICATORS

- Offer one sport excursion in 2018 and 2020.
- Develop a process for rotation of excursions developed by cross-disciplinary areas.
- Completed document which outlines the vision and purpose for each excursion offered by the School.
- Transparent application and interview process for students and teacher supervisors.
- Clear and detailed information for parents and students regarding all aspects of a national or global excursion.
By 2020, Lauriston Girls’ School will offer student and teacher exchanges with international schools covering the Asia-Pacific, United States and United Kingdom and European regions.
EXCHANGES

Request an exchange program with a range of girls’ schools which hold similar values to Lauriston Girls’ School and have similar curriculum and co-curricular interests.

Identify and communicate with schools in the Asia-Pacific, North America and United Kingdom and Europe with a view to establishing exchange programs for students.

Develop an exchange program which outlines objectives and provides information about all aspects of how exchanges are managed.

Identify teacher exchange opportunities which may be developed with schools.

KEY PERFORMANCE INDICATORS

Offer 2 week exchanges for students from years 6 to 8.

Offer 4 week exchanges for students from years 10 to 12.

Offer reciprocal exchanges for individual students from partner schools.

Complete an exchange program document for teachers, students and parents.

Complete an exchange program document for partner schools.
GOAL 3

By 2020 Lauriston Girls’ School will have a clearly documented Service to the Community program for students from Kindergarten to Year 12 encompassing partnerships with the local community, student initiated service activities, project-based learning initiatives and enhanced understanding of local-global issues.
Identify and confirm local and national community partnerships.

Determine community partnerships for Junior School and Senior School divisions.

Identify opportunities for hands-on service both for community partners and year levels and develop a process for students to participate and reflect on their participation.

Identify opportunities which encourage students to continue their involvement in the Duke of Edinburgh Award Scheme.

Year 9 Howqua students will complete their Bronze Duke of Edinburgh Award medal during the Howqua year.

Each Howqua House will undertake a service activity which will benefit the Howqua campus community.

Year 9 Howqua students will participate in community service for four weeks during Term 2 of each year, going out into the broader community.

KEY PERFORMANCE INDICATORS
Coordinator of Community Service will:
- Identify and confirm 2017 and 2018 partnerships with local and national community organisations and groups.
- Identify and confirm community organisations and groups to work with the Junior School and for the Senior School.
- Provide a list of local and national community organisations and groups with whom students can participate in hands-on community service.
- Develop an information booklet for students which outlines all hands-on community service opportunities, the age group required for each, the requirements for each and the application process for students.
- Identify and confirm one service activity for each year level from years 4 to 11.
- Provide information regarding the Service Activity for each year level, including the requirements for each student and the process by which the activity will reach a successful outcome.
Identify and confirm four global or national organisations with whom the School will participate in fundraising and other activities until 2020.

Develop a process to record the involvement of the School and provide regular information about the organisation and updates on the actions of the School.

**KEY PERFORMANCE INDICATORS**

- Coordinator of Community Service has identified and confirmed four global or national organisation for whom the School will fundraise until 2020.
- Process developed to record the involvement of the School and communicate regular information about the organisation and updates on actions taken by the School.
- Process developed for recording the involvement of the Howqua campus and communication of regular information about the organisation and updates on actions taken by the School.
Encourage individuals and groups of students to bring their ideas to designated staff members and enable guided support through:
- Identification of the issue and information gathering
- Ideation and brainstorming of possible actions
- Development of an action plan
- Finding resources
- Measurement of actions taken

Provide an application process for Student Initiated Service and ensure opportunities for guidance from teacher and School community mentors.

Align the School’s current groups which include Greenies, GirlUp and Amnesty International within the Student Initiated Service strategy and document their activities and outcomes.

Develop students’ capacity to work as participants and leaders in community service and civic engagement initiatives.

KEY PERFORMANCE INDICATORS
- Provide training to students which will build their capacity to participate in and lead community service and civic engagement initiatives.
- Process for student initiated service documented and implemented.
- Application process for student initiated service has been completed and implemented.
- A committee of students and teachers is established with a view to aligning the purposes and activities of all community focused groups within the School.
Establish an annual program of parent, alumnae and community speakers for project-based learning initiatives, assemblies and student based activities.

The purpose of the speaker program will be to enhance our cultural understanding and knowledge of local-global issues and perspectives of individuals within the community.

The broader purpose of the speaker program is to inspire our students to reflect and develop opinions about local and global issues and take meaningful action as citizens.

**KEY PERFORMANCE INDICATORS**

- Speakers are identified and an annual plan is in place and implemented.
- Database of speakers is established and enhanced each year.
- Annual process for identification of platforms within the School where speakers will be required.
- School community members are utilised in establishing the database of speakers.
PROJECT-BASED LEARNING INITIATIVES

Identify project-based learning initiatives in years 7 to 10 which may include some form of partnership with local community organisations or with a local school with whom Lauriston can share resources and make a contribution.

Identify project-based learning initiatives in years 7 to 10 which may include some form of partnership with national or international community organisations.

Enable a process for student groups to have guidance through:
- Identification of the issue and information gathering
- Ideation and brainstorming of possible actions
- Development of an action plan
- Finding resources
- Measurement of actions taken
GOAL 4 – DIGITAL FABRICATION

Implement a bi-annual Fablearn Australia Conference with the purpose of sharing knowledge and understanding of digital tools and digital fabrication with educators from within Australia and the Asia-Pacific.

Secure sustainable funding to support the bi-annual Fablearn Australia Conference.

Implement a bi-annual Masterclass with the purpose of sharing knowledge and understanding of digital tools and digital fabrication with educators from within Australia and the Asia-Pacific.

Secure sustainable funding to support the bi-annual Masterclass for educators.

By 2018, Lauriston Girls’ School will have established an annual Conference or Masterclass on digital fabrication for the purpose of sharing knowledge and understanding the educational community within Australia and beyond.
GOAL 5 – GIRLS LEADERSHIP INITIATIVE

By 2020, Lauriston Girls’ School will have established a Girls Leadership Initiative.

Identify core competencies which encompass the knowledge and skills required for leadership.

Develop curriculum initiatives which support student learning about women and leadership.

Develop a philanthropic model which creates awareness of the value of giving and an understanding of how to give support.

Identify and develop a program of annual speakers and activities which promote women leaders to our students and celebrates the achievements of women in our community.

Work with students and staff to find ways in which female leadership can be promoted by our students.
GOAL 6

GOAL 6 – USE OF SCHOOL FACILITIES

By 2020, Lauriston Girls’ School will have established a sustainable annual program of community activities which use our School facilities.

USE OF SCHOOL FACILITIES

Identify external schools or community groups which may use our School facilities annually for a designated period of time within the year.

Identify whether use of School facilities will be fee for service or no fee for service.