



GEMS
CHRISTIAN
EDUCATION

GEMS Christian Education Ltd

**This policy applies to:
Emerald Christian College
GEMS OSHC
Ontrack College
Little Gems**

Foundation Statements



**EMERALD
CHRISTIAN
COLLEGE**
LEARNING FOR LIFE



Created	OCT 2006
Current:	OCT 2020
Next Review:	

CONTENTS

RELEVANT LEGISLATION AND POLICIES	2
DEFINITIONS	2
STRATEGIC FRAMEWORK	2
STRATEGIC INTENTIONS	3
CORE PURPOSE	3
MOTTO	3
PHILOSOPHY	3
STATEMENT OF FAITH	4
CORE VALUES AND AIMS	5
OUR AIMS	6
OUR CHRISTIAN FOUNDATIONS	6
TEACHING PROCESSES AND CURRICULUM MANAGEMENT	6
STUDENT DEVELOPMENT AND RELATIONSHIPS	7
SERVICE TO GEMS CHRISTIAN EDUCATION AND WIDER COMMUNITY	8
Comparison Chart between Melbourne Declaration on Educational Goals for Young Australians and Aims of GEMS Christian Education	9
MELBOURNE DECLARATION ON EDUCATIONAL GOALS FOR YOUNG AUSTRALIANS	10
Goal 1: Australian Schooling Promotes Equity And Excellence	10
Goal 2: All Young Australians Become Successful Learners, Confident And Creative Individuals, and Active and Informed Citizens	10
2.1 Successful Learners...	10
2.2 Confident and Creative Individuals...	11
2.3 Active and informed citizens...	11
A COMMITMENT TO ACTION	11
ALICE SPRINGS (MPARNTWE) EDUCATION DECLARATION DECEMBER 2019	12

RELEVANT LEGISLATION AND POLICIES

- GEMS Employee and Volunteer Code of Conduct

DEFINITIONS

- a) **The Company** - refers to GEMS Christian Education Ltd as a whole, its Employees, Properties, Assets, etc...
- b) **Campuses** - properties under the Company (Little Gems, Emerald Christian College and Ontrack).
- c) **The Board** - refers to the Directors and Board Members of GEMS Christian Education Ltd.
- d) **Chair of the Board** – Elected Chairperson of the Board.
- e) **Director** – Elected Position holding Member of the Board.
- f) **Member of the Board** – Invited Member by the Directors of the Board.
- g) **The Executive** - Heads of each Campus/Department.
- h) **The Executive Principal** - refers to the person responsible for all Company operations.
- i) **The Business Manager** - refers to the person responsible for administration and finances of GEMS Christian Education Ltd.
- j) **The Principal** - the current Principal of each Campus.
- k) **Policy** - refers to this Policy – any other Policy will be referenced by full name.
- l) **Employees** - all Employees of GEMS Christian Education Ltd, including but not limited to Teachers, Administration, Auxiliary, Trainees, etc...
- m) **Students** - refers to all Students under GEMS Christian Education Ltd.
- n) **Parents/Carers** – Parents, Guardians and Carers directly responsible for the care and needs of individual Students.
- o) **Visitors** - includes Parents and Carers of Students as well as Members of the Public.
- p) **Volunteers** - anyone who is permitted to act in the capacity of a Volunteer for GEMS Christian Education Ltd.
- q) **Other and/or Persons** - anyone not listed above.

STRATEGIC FRAMEWORK

The strategic intentions of the Board of GEMS Christian Education Limited are guided and underpinned by:

1. Our Moral Owners, Hopelands Church (formerly 3CI Church), continue to seek to glorify God, change lives, impact the community and touch nations through the ministry of GEMS Christian Education Limited.
2. Our Constitution, Statement of Faith and Core Purpose are central to work in partnership with families, churches and the broader community to be a Christian community built on the teachings of Jesus Christ that is preparing hope filled students for lifelong, quality learning.
3. Our Biblical values are based on a personal relationship with Jesus Christ and are expressed in our GEMS and FACETS and are lived out, taught and promoted in our Christian learning community.

STRATEGIC INTENTIONS

We pursue the following strategic intentions towards our core purpose so that:

- Our Students will embrace the values of God, Excellence, Members and Service; discover who they are as individuals; and pursue God's purpose for their lives.
- Our Employees will embrace our core values and personally display Christ to Students utilising stimulating, creative, innovative curriculum and teaching practices.
- Our resource sustainability will allow us to continue to provide and maintain an outstanding and inspiring place of teaching and learning within an environment of seeking partnerships with the wider community.
- Our culture is Christ-centred, driven by our GEMS and demonstrated by our FACETS and will be a welcoming, accessible and inclusive Christian educational community through partnerships with local, national and global communities.
- Our governance will proactively ensure we provide effective strategic and operational leadership to achieve our core purpose and to glorify God.

CORE PURPOSE

Our Core Purpose is to be a Christian community built on the teachings of Jesus Christ that is preparing hope filled Students for lifelong, quality learning across a number of educational enterprises.

MOTTO

“Learning for Life”

PHILOSOPHY

GEMS Christian Education Ltd is established on the belief that the Bible is the inspired and authoritative Word of God. We use the Bible as our sole standard of faith, truth and practice. The Bible provides the framework for all truth and is the foundation upon which our decision making is based.

GEMS Christian Education Ltd embraces a close relationship between school and home, as both institutions work closely together to establish young men and women in sound Biblical ethics and morals. Every Student is encouraged to examine and develop a Biblical view of what is real, what is true and what is of value in their lives. As Students recognize their identity, we encourage them to diligently use all the resources, talents and gifts that God has given them. Students are taught to acknowledge God as the source of these gifting's.

Educators at GEMS Christian Education Ltd are to have a very clear understanding of both their Christian worldview and how such a worldview affects their educational practice. Teaching Employees recognise that they have a calling by God to minister to Students, as well as a responsibility to lead Students by example into a holistic understanding of their spiritual, academic, physical and emotional development. They are expected to pursue educational leadership characterized by professional competence and to exemplify Christian character and devotion to God.

The Company's curriculum is designed from the perspective of God's truth and integrates all subject areas within the framework of a Biblical Christian worldview. The curriculum focuses not only on what is taught, but how it is taught and why it is taught. Its central thread is an integration of faith and learning where all truth is valued as God's truth.

Christian culture is essential to GEMS Christian Education as a means in which values, beliefs and ethics are nurtured within the Company's community. The culture of the Company is one in which we value God, Excellence, Members and Service (GEMS).

STATEMENT OF FAITH

According to the constitution of GEMS Christian Education, the Company's Statement of Faith is that of Hopelands Church.

1. We believe in the plenary-verbal inspiration of the accepted canon of Scriptures as originally given. The Scriptures are infallible, inerrant, and the sole and final authority for all matters of faith and conduct (2 Timothy 3:16; 1 Corinthians 2:13).
2. We believe in the Eternal Godhead who has revealed Himself as One God existing in Three Persons, Father, Son and Holy Spirit, distinguishable but indivisible (Matthew 28:19; 2 Corinthians 13:14).
3. We believe in the creation, test and fall of man as recorded in Genesis: his total spiritual depravity and inability to attain divine righteousness (Romans 5:12 to 18).
4. We believe in the Lord Jesus Christ, the Saviour of men, conceived of the Holy Spirit, born of the virgin Mary, very God and very man (Luke 1:26-35; 1 John 1:18; Isaiah 7:14; Isaiah 9:6).
5. We believe Christ died for our sins, was buried and rose again the third day, and personally appeared unto His disciples (1 Corinthians 15:1-4; Romans 4:25).
6. We believe in the bodily ascension of Jesus to Heaven, His exaltation, and personal, literal and bodily coming again the second time for His Church (John 14:2,3; 1 Thessalonians 4:13-18).
7. We believe in the salvation of sinners by grace, through repentance and faith in the perfect and sufficient work of Christ by which we obtain remission of sins (Ephesians 2:8,9; Hebrews 9:12,22; Romans 5:11).
8. We believe in the necessity of water baptism by immersion in the Name of the Eternal Godhead in order to fulfil the command of the Lord Jesus Christ (Matthew 28:19; Acts 2:34-36; 19:1-6).
9. We believe in the baptism of the Holy Spirit as a real experience at, or subsequent to salvation, with the Scriptural evidence, namely speaking in other tongues as the Spirit gives utterance (Acts 2:1-4; 8:14-17; 10:44-46; Galatians 3:14,15).
10. We believe in the operation of the gifts of the Spirit as enumerated in 1 Corinthians 12-14, as manifested in the early Church.
11. We believe in the Spirit-filled life, a life of separation from the world and perfecting in the fear of God as expressing the true Christian's faith (Ephesians 5:18; 2 Corinthians 6:14; 7:1).
12. We believe in the healing of the body by divine power, or divine healing in its various aspects as practiced in the early Church (Acts 4:30; Romans 8:11; 1 Corinthians 12:9; James 5:14).
13. We believe in the table of the Lord, commonly called the Communion or the Lord's

- Supper, for believers (1Corinthians 11:28-32; Matthew 26:26-28).
14. We believe in the reality and personality of the devil, and eternal judgement in the Lake of Fire for the devil and his angels (Matthew 25:41; Revelation 20:14,15).
 15. We believe in eternal life for believers (John 5:24; 3:16) and eternal punishment for the unbelievers (Mark 9:43-48; 2 Thessalonians 1:9; Revelation 20:10-15).
 16. We believe that there is one true universal Church, made up of genuine believers, but this one universal Church is also composed of many local churches in given localities. These churches are under the sovereign headship of the Lord Jesus Christ, exercising autonomous government under Him, administering all its local affairs and ministry, as well as the propagation of the Gospel (Acts 15:22; Matthew 16:18; 18:15-20).
 17. We believe that the government is ordained of God, and the powers that be, are ordained as ministers of God to us for good. To resist the powers and the ordinances is to resist the ordinance of God. We are subject, not only for wrath's sake but for conscience's sake, rendering to all their dues, custom to whom custom, fear to whom fear, honor to whom honor. We declare our loyalty to our government and its leaders and will assist in every way possible consistent with our faith in the Scriptures as Christian citizens (Romans 13).

This is the Statement of Faith of GEMS Christian Education Ltd and we expect that all Employees acknowledge that it be in essence the same as their personal statement of faith, based on Christian Biblical Principles. We acknowledge that there may be small particular points of variance in relation to point (8 and 9) above and Employees must accept individuals' varying views of belief in relation to this point.

CORE VALUES AND AIMS

	VALUES	AIMS
G	God	In each individual we foster a personal relationship with God through an understanding of His truth, His purposes, His character.
E	Excellence	In every thought, word and action we challenge each member of our school community to realise their potential in the context of 'life in abundance', enabling them to participate meaningfully in contemporary society.
M	Members	We encourage good relationships, right attitudes and commitment between members of the Company's community.
S	Service	We encourage service to God, family and community through educational programs that are based on social justice and compassion.

The core values and aims, which are the heart of GEMS Christian Educations ethos, are 'GEMS'. When these 'GEMS' are established in the heart of an individual, the individual student develops 'FACETS' which cause them to shine with brilliance and beauty in the world around them.

F	Friendly	Concerned, kind
A	Appreciative	Uniqueness, individuality, observant, resourcefulness, thoroughness
C	Compassionate	Caring, considerate, tolerant, respectful, kind, patient, sincere, merciful
E	Encouraging	Available, concerned, confident, cooperative, faithful, persuasive
T	Truthful	Discerning, honest, responsible, tactful, truthful, virtuous
S	Self-Controlled	Tactful, tolerant, patient, peaceful

OUR AIMS

These Aims also incorporate the underlying emphasis of the Melbourne Declaration on Educational Goals for Young Australians.

The four key areas of the Company's aim that reflect the Melbourne Declaration are:

God Our Christian foundations.

Excellence Teaching process and curriculum management.

Members Maintaining student development and nurturing of relationships with Parents, Carers and the wider community.

Service Service to each other in the GEMS Christian Education and wider community of Emerald, Australia and the world.

OUR CHRISTIAN FOUNDATIONS

GEMS Christian Education Ltd is established on the belief that the Bible is the inspired and authoritative work of God and all functions of the Company are organized within a Biblical Christian Worldview.

- a) To ensure that Biblical Christianity is the foundation upon which the Company ethos, policies, practices and curriculum are built and developed. (MD 2.2a)
- b) To recognize that every Person has gifting's from God, and we have a responsibility to use them to benefit both ourselves, others and God. (MD1.8,1.9)
- c) To integrate faith and learning to show that all truth is valued as God's truth. (MD2.1c,2.1f)
- d) To foster the formation and outworking of a Biblical Christian Worldview in Students through integrating Biblical values and principles with knowledge, processes and skills. (MD2.1c,2.1f)

TEACHING PROCESSES AND CURRICULUM MANAGEMENT

Teachers prepare and deliver lessons that are Biblically infused and designed to develop desired learning outcomes including attitudes, values. Curriculum management is focused on a curriculum that not only considers what is taught but how it is taught and why it is taught in order to achieve a level of skills and proficiencies that Students require for further education or employment.

- a) To equip Students for employment and further education in a changing world, through multi-skilling Students with the ability to acquire and use knowledge. (MD1.1,1.3,1.4,1.5,2.2b)
- b) To prepare Students as lifelong learners. (MD2.1h,2.2h)
- c) To identify and effectively cater for the different learning abilities and learning styles of Students as well as their individual rates of development. (MD1.8,1.9)
- d) To provide foundations for learning success through advocating the use of teaching practices that foster inquiry-based learning, collaborative learning and the development of critical thinking skills, creativity and complex problem solving. (MD2.1d,2.2c,2.1e)
- e) To foster a culture of learning which engenders the love of learning, academic rigour and where striving for excellence is the expected norm. (MD1.7,1.8)
- f) To provide a broad curriculum, developed within a Biblical Christian worldview across all eight key learning areas. (MD2.1b)
- g) To provide a quality education that will equip Students for life-long learning, incorporation into the workforce and the ability to make a powerful contribution to, and influence on, the world. (MD1.1,1.3,1.4,1.5,1.6,2.1g,2.2f)
- h) To provide different pathways of learning for Students with different abilities and interests, across a broad range of academic, cultural, and sporting pursuits and provide Students with informed advice about these pathways. (MD1.9,2.1g,2.2b,2.2f,2.2i)
- i) To prepare Students for their future learning by embracing the integration of Technologies across all areas of the curriculum. (MD2.1b)

STUDENT DEVELOPMENT AND RELATIONSHIPS

Students are nurtured by GEMS Christian Education Employees in conjunction with their family into awareness of their potential. Students become aware of their identity through holistic development of their spiritual, academic, physical and emotional attributes.

- a) To develop within Students the ability to determine what is of value in their lives. (MD2.2d,2.3a,2.3c,2.3d)
- b) To provide a safe and supportive environment: this promotes the growth of young people through effective role modeling and fostering the development of positive and supportive Student relationships. (MD2.2e)
- c) To recognize each Student's distinctive intellectual, emotional, spiritual, personal, cultural and physical needs and foster their development. (MD1.8,1.9)
- d) To develop in Students an awareness of responsibility for one's decisions, attitudes and behaviour and their consequential effects on themselves, others, the GEMS Christian Education community and the environment. (MD1.6,2.3f)
- e) To develop within Students an appreciation and understanding of other people and their cultures, including Aboriginal and Torres Strait Islander cultures. (MD1.2,1.6,2.3b,2.3e)
- f) To develop within the Students, the importance of good relationships with all who are part of their sphere of influence. (MD2.2g)

SERVICE TO GEMS CHRISTIAN EDUCATION AND WIDER COMMUNITY

Students develop a care and compassion for the GEMS Christian Education community and the wider community through exposure to needs of the groups involved. The Students are encouraged to look beyond their immediate needs and wants and consider others and not just to understand these but also to put into action.

- a)** To teach the Students to identify the needs in the Company and in the community which they may make a difference with. (MD2.1a,2.3g)
- b)** To train the Students in the ability to organize and collaborate together in service to the Company or community. (MD2.1e,2.2g)
- c)** Train the Students to be active and informed citizens who know that they can make a difference if they commit to the needs of others. (MD2.2h,2.3a)
- d)** To develop in the Students through service that they have an understanding, a concern for and display stewardship of the natural environment. (MD2.3f)

Comparison Chart between Melbourne Declaration on Educational Goals for Young Australians and Aims of GEMS Christian Education

	1. Christian Foundations				2. Teaching Processes and Curriculum Management									3. Student Development & Relationships						4. Service to Company & Community			
	a	b	c	d	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f	a	b	c	d
1.1					√						√												
1.2																		√					
1.3					√						√												
1.4					√						√												
1.5					√						√												
1.6											√						√	√					
1.7									√														
1.8		√					√		√								√						
1.9		√					√					√					√						
2.1a																				√			
2.1b										√			√										
2.1c			√	√																			
2.1d								√															
2.1e								√													√		
2.1f			√	√																			
2.1g					√						√	√											
2.1h						√																	
2.2a	√																						
2.2b					√							√											
2.2c								√															
2.2d														√									
2.2e															√								
2.2f					√						√	√											
2.2g																			√		√		
2.2h						√																√	
2.2i												√											
2.3a														√								√	
2.3b																			√				
2.3c														√									
2.3d														√									
2.3e																		√					
2.3f																	√						√
2.3g																				√			

MELBOURNE DECLARATION ON EDUCATIONAL GOALS FOR YOUNG AUSTRALIANS

Goal 1: Australian Schooling Promotes Equity And Excellence

Australian governments, in collaboration with all school sectors, commit to promoting equity and excellence in Australian schooling. This means that all Australian governments and all school sectors must:

- 1.1** Provide all Students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socio economic background or geographic location. (ECC2a,2g)
- 1.2** Ensure that schools build on local cultural knowledge and experience of Indigenous Students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of Indigenous students. (ECC3c)
- 1.3** Ensure that the learning outcomes of Indigenous Students improve to match those of other students (ECC2a,2g)
- 1.4** Ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes (ECC2a,2g)
- 1.5** Reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness (ECC2a,2g)
- 1.6** Ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity (ECC2g,3d,3e)
- 1.7** Encourage Parents, Carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes (ECC2e)
- 1.8** Promote a culture of excellence in all schools, by supporting them to provide challenging, and stimulating learning experiences and opportunities that enable all Students to explore and build on their gifts and talents (ECC1b,2c,2e,3c)
- 1.9** Promote personalised learning that aims to fulfil the diverse capabilities of each young Australian. (ECC1b,2c,2h,3c)

Goal 2: All Young Australians Become Successful Learners, Confident And Creative Individuals, and Active and Informed Citizens

Australian governments commit to working in collaboration with all school sectors to support all young Australians to become:

- Successful learners.
- Confident and creative individuals.
- Active and informed citizens.

2.1 Successful Learners...

- 2.1a Develop their capacity to learn and play an active role in their own learning (ECC4a)
- 2.1b Have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas (ECC2f,2i)
- 2.1c Are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines (ECC1c,1d)
- 2.1d Are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines (ECC2d)
- 2.1e Are able to plan activities independently, collaborate, work in teams and communicate

- ideas (ECC2d,4b)
- 2.1f Are able to make sense of their world and think about how things have become the way they are (ECC1c,1d)
- 2.1g Are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives (ECC2a,2g,2h)
- 2.1h Are motivated to reach their full potential. (ECC2b)

2.2 Confident and Creative Individuals...

- 2.2a Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing (ECC1a)
- 2.2b Have a sense of optimism about their lives and the future (ECC2a,2h)
- 2.2c Are enterprising, show initiative and use their creative abilities (ECC2d)
- 2.2d Develop personal values and attributes such as honesty, resilience, empathy and respect for others (ECC3a)
- 2.2e Have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives (ECC3b)
- 2.2f Have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment (ECC2a,2g,2h)
- 2.2g Relate well to others and form and maintain healthy relationships (ECC3f,4b)
- 2.2h Are well prepared for their potential life roles as family, community and workforce members (ECC2b,4c)
- 2.2j Embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions. (ECC2h)

2.3 Active and informed citizens...

- 2.3a Act with moral and ethical integrity (ECC3a,4c)
- 2.3b Appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture (ECC3e)
- 2.3c Understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians (ECC3a)
- 2.3d Are committed to national values of democracy, equity and justice, and participate in Australia's civic life (ECC3a)
- 2.3e Are able to relate to and communicate across cultures, especially the cultures and countries of Asia (ECC3e)
- 2.3f Work for the common good, in particular sustaining and improving natural and social environments (ECC3d,4d)
- 2.3g Are responsible global and local citizens. (ECC4a)

A COMMITMENT TO ACTION

Together, all Australian governments commit to working with all school sectors and the broader community to achieve the educational goals for young Australians.

This commitment will be supported by action in eight interrelated areas:

- developing stronger partnerships.

- supporting quality teaching and school leadership.
- strengthening early childhood education
- enhancing middle years' development
- supporting senior years of schooling and youth transitions.
- promoting world-class curriculum and assessment.
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds.
- strengthening accountability and transparency.

ALICE SPRINGS (MPARNTWE) EDUCATION DECLARATION DECEMBER 2019

The Education Goals for Young Australians

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals.
- successful lifelong learners.
- active and informed members of the community.

Achieving these education goals is the responsibility of Australian Governments and the education community in partnership with young Australians, their families and carers and the broader community.

GEMS Christian Education is committed to enhancing the Alice Springs Declaration through the delivery of the following Key Learning Areas from the Australian Curriculum:

- Religious Education
- English
- Mathematics
- Science
- Humanities & Social Sciences (HASS)
- Health and Physical Education (HPE: Personal, Social and Community Health)
- The Arts
- Technologies

Underpinning the teaching, planning and assessing of the Key Learning Areas is effective pedagogical practice.

Inquiry Based Learning brings together the principles and practices of learning and teaching that can lead to success for all learners. These principles and practices arise out of the beliefs and values of GEMS Christian Education and an evidence-based approach upon which teachers can

construct their practice to ensure that all students are progressing in their learning and development.

The model provides a common language for planning and reflecting on learning and teaching across all GEMS Christian Education Schools.

Effective Pedagogy:

- Relates to the principles and practices of teaching children.
- Is teaching that makes learning visible and leads to successful achievement for all learners.
- Creates conditions where the relationship between the learning and teaching is focused, generative and responsive enabling the learners to participate and progress in their academic and social development.
- Uses a data driven approach enabling teachers and parents to make informed decisions to inform future decisions.

GEMS Christian Education believes in a holistic based education where students are encouraged to become:

- Confident and creative individuals.
- Successful lifelong learners.
- Active and informed members of the community.

Through our extra curricular activities including:

- Creative Arts Academy.
- Academic Extension Programs.
- STEAM.
- eSports.
- Duke of Edinburgh Award.
- Outdoor Education including:
 - Bushwalking.
 - Mountain Biking.
 - Watersports
 - Abseiling / High Ropes Course
- Vocational Education & Training.
- Environmental Care and Management.
- Peer Mentoring.
- A range of community activities such as:
 - Public speaking/ debating.
 - Volunteering in the community.