Map of the Senior Campus
Contents

Map of the Senior Campus 2
Our Commitment 4
School Hours 7
Attendance 7
Post School Policy 7
Buses 7
Senior Campus Uniform 8
School Uniform for Boys 8
School Uniform for Girls 9
Sports’ Team Uniform (Boys) 10
Sports’ Team Uniform (Girls) 11
Uniform For Team Practices 12
Uniform For Matches 12
Uniform For House Sports Competitions 12
The Grammar Shop 14
Clothing Pool 17
Academic Programme 19
Structure 19
Grade 7 19
Grade 8 20
Grades 9 and 10 21
Grades 11 and 12 21
Inter-school Links, Study Rooms and Assessment and Reporting 22
Other important information 23
Attendance in class, Tutoring and Support, Book hire and book lists and Change of subject procedure 23
Homework, Learning Support, Gifted Education Programme, Leave from school 25
Use of the Student Diary 26
Outdoor Education 29
Pastoral Care Programme Structure 32
Grade 7 Class Teachers and Co-ordinator 32
Tutors and Tutor Groups, House Heads and Pastoral Dean 33
Chaplain, Head of Boarding, TCE Co-ordinators, Head of Senior Campus / Deputy Headmaster, Headmaster and Pastoral Committee 34
Student Profiles and Leadership 35
House Activities 36
Communication 36
The Grammar Community 37
Support Grammar 37
Grammar Parentlink 37
Grammar Swimming Pool 38
Our Commitment

As an Anglican school we are committed to the belief that each person is uniquely important. We seek to foster a community in which students can feel confident to discover and express their individual strengths, and enjoy the fulfilment of participating in a positive learning community.

We strive to nurture the academic, cultural, physical, social and spiritual dimensions of each child in our care. We provide an environment in which students are challenged to become the men and women they are capable of being: confident, creative, self-reliant, thoughtful and sensitive to the needs of others.

They will be keen to take on new challenges, feeling a strong sense of responsibility for their community, willing to make decisions for themselves and acting with integrity.

Our students are encouraged to think deeply about their international world and the part they can play in making it a better place.
A positive learning community
School Hours

Regular school hours are 8.50am to 3.25pm, but most students will have commitments beyond 3.25pm on two or more days of the week.

Attendance

All registered non-government schools are required to keep a register of enrolments and daily attendances of all children at the school.

Attendance is checked in Tutor period by Tutor Class teachers at the beginning of the day and submitted to the School’s Attendance Officer.

Parent’s are expected to telephone the School (6336 6061) before 9.00am if their son/daughter will be absent or late to school on any one day.

If a phone call has not been received from a parent, the Attendance Officer will send an SMS message to the mobile number nominated on the student record.

Should a student’s absence still be unexplained, a note will be posted home to parents.

Post School Policy

Sports practices, co-curricular activities and Tutoring and Support (TAS) Sessions normally finish at 5.00pm or 5.30pm. For some activities practice in the early morning is necessary.

Students who have not been picked up at an anticipated time after school can seek assistance from Reception until 5.00pm or from Boarding House staff in the Dining Hall after Reception closes.

Tutoring and Support is available free of charge in the School Resource Centre until 5.00pm on weekday afternoons. Details of what subjects are available for support are listed for students at the start of each year. Students not collected within 15 minutes of the end of a sports practice will, if the practice is off campus, be returned to the school (by taxi, if necessary).

If students have not been collected from the flagpole area by 6.00pm in the summer terms, or by 5.30pm in the winter term, they should report to the Dining Hall and wait for their parents.

Buses

For School Bus Services please see www.lcgs.tas.edu.au/bus-timetable
Senior Campus Uniform

School Uniform for Boys

**Summer:**
- Light blue shirt (optional white for Grade 12)
- Light grey walk shorts
- Light grey long walk socks
- School jumper (grey)
- School tie
- School blazer (black)
- Black leather shoes
  (standard soles and lace ups)
- Grammar bag or rucksack
- Grammar cap or hat

**Sports:**
- Black sport shorts
- Striped polo top
- Short sports socks
  (white or white with stripes in school colours)
- School trackpants
- School rugby top
- Sandshoes
  (white in combination with school colours)

**Winter:**
- Black sport shorts
- Striped polo top
- Short sports socks
  (white or white with stripes in school colours)
- School trackpants
- School rugby top
- Sandshoes
  (white in combination with school colours)
School Uniform for Girls

Summer:
- School dress – blue & white stripes
- School socks with blue stripes
- School jumper (blue)
- School blazer (blue)
- Black leather shoes
  (standard soles and lace ups)
- Hair ribbons – blue, black or white, headband or scrunchie in school dress fabric
- Grammar bag or rucksack
- Grammar cap or hat

Sports:
- Black sports shorts or black pleated sports skirt
- Striped polo top
- Short sports socks
  (white or white with stripes in school colours)
- School trackpants
- School rugby top
- Sandshoes
  (white in combination with school colours)

Winter:
- School skirt (pleated blue check)
- Long sleeve blue shirt (optional white for Grade 12)
- School jumper (blue)
- School blazer (blue)
- School tie
- Grey stockings
- Hair ribbons – blue or white, headband or scrunchie in school dress fabric
- Grammar bag or rucksack
- Black leather shoes (standard soles and lace ups)
- Blue, black or grey gloves and/or scarf (optional)
Sports’ Team Uniform

**Boys**

**Athletics:**
- Athletic singlet (blue and white striped)
- Black stretch bike shorts or black Kea shorts
- Socks (white or white with school colours)
- School trackpants
- School rugby top
- Optional – spikes

**Basketball:**
- Blue singlet and shorts (provided by the school)

**Cricket:**
- Whites (long trousers)
- White shirt
- White gym shoes or boots

**Football:**
- School football jumper
- Black football shorts
- School football socks
- Football boots
- FOR TRAINING: club football jumper

**Hockey:**
- Black sport shorts
- Blue and white striped polo
- Football socks
- Sandshoes

**Rowing:**
- Rowing singlet (blue & white striped)
- Black bike shorts
- School rugby top

**Sailing:**
- Blue singlet (provided by the school)
- Black wetsuit
- Waterproof jacket - Burke EVO Smock (available from Tamar Marine)
- Type 1 or 2 PFD (preferably without collar)
- Wetsuit boots
- Black sailing gloves (optional)
- School cap

**Soccer:**
- Black sport shorts
- Blue and white striped polo
- Boys’ football socks
- Soccer boots

**Swimming:**
- School bathers
- School tracksuit pants
- School rugby top

**Tennis:**
- Black sport shorts
- Blue and white striped polo
- Socks (white or white with school colours)
- Sandshoes
Girls

**Athletics:**
- Athletic singlet
  (blue and white striped)
- Black stretch bike shorts or black Kea shorts
- Socks (white or white with school colours)
- School trackpants
- School rugby top
- Optional – spikes

**Badminton:**
- Black sport shorts
- Blue and white striped polo
- Socks (white or white with school colours)
- Sandshoes

**Basketball:**
- Blue singlet (provided by the school)
- Black PE shorts

**Hockey:**
- Black sport skirt
- Blue and white striped polo
- Football socks
- Sandshoes

**Netball:**
- Black sport skirt
- Blue and white striped polo
- Socks (white or white with school colours)
- Sandshoes
- Bodysuit provided for Senior teams

**Rowing:**
- Rowing singlet
  (blue & white striped)
- Black bike shorts
- School rugby top

**Sailing:**
- Vest (provided by the school)
- Blue singlet
  (provided by the school)
- Black wetsuit
- Waterproof jacket - Burke
- EVO Smock (available from Tamar Marine)
- Type 1 or 2 PFD
  (preferably without collar)
- Wetsuit boots
- Black sailing gloves (optional)
- School cap

**Softball:**
- Black sport shorts
- Blue and white striped polo
- Socks (white or white with school colours)
- Sandshoes
- Optional – Softball or Hockey boots

**Swimming:**
- School bathers
- School tracksuit pants
- School rugby top

**Tennis:**
- Black sport skirt / PE shorts
- Blue and white striped polo
- Socks (white or white with school colours)
- Sandshoes
Uniform For Team Practices
For all sports practice, P.E. uniform or P.E. uniform with House polo top.

Uniform For Matches
School tracksuit pants and rugby tops are to be worn as over garments with sports uniform. The Grammar sports jacket or school rugby top may also be worn.

Uniform For House Sports Competitions
Physical Education uniform to be worn with a top in the house colour:
FRASER: Green
GILLET: Red
ROFF: Gold
SAVIGNY: Blue
WILKINSON: Black
The Grammar Shop

The Uniform Shop began in October 1992 as an initiative of The Launcestonian Foundation Ltd. By operating a conveniently located shop, from which families could purchase their uniforms, The Launcestonian Foundation has been able to increase the services offered to the Launceston Grammar community while strengthening the financial support it can invest back into the school. Every purchase made from the Grammar Shop benefits the students of Launceston Grammar as it assists The Launcestonian Foundation in fulfilling its vision of providing outstanding facilities, educational programmes and scholarships.

The Grammar Shop stocks the full school uniform for Kindergarten through to Grade 12. If special sizes are required garments can be ordered. Please take advantage of our experience and knowledge in sizing and fitting. Staff are happy to kit out students on appointment.

The Grammar Shop also stocks all sportswear required for school use as well as accessories for outdoor education and other school related activities. A full range of stationery for student use is also sold from the school shop.

Credit Facilities

Purchases can be made by cheque, credit cards or cash. Shop accounts can be set up however, conditions apply. Application forms for opening an account can be found on the School website.

Gift Lines

Various gift items are available throughout the year. Contact the shop for enquiries.

Stationery

Batteries and a complete range of school required stationery items are available.
Harberdashery
Clothing labels may be ordered.

Sportswear and Accessories
The Grammar Shop has a full range of sportswear including sports socks, and tops for all general sports. Selected sports mouth guards and shin pads are also available. School swim team bathers are stocked by the Grammar Shop but all other swim items are to be purchased from the Launceston Grammar Swimming Pool.

Location
J.R. Hughes Building, Senior Campus,
Button Street, Mowbray. Access from lower car park directly facing the shop.

Opening Hours
8.30am – 12.30pm Mondays. 12.30pm - 4.30pm Thursday & Friday.
Telephone: 6336 6062
Please contact Miss Wright for an appointment during school holidays.

Terms and Conditions of the Grammar Shop
• There is an overall credit limit of $1,000.00 on all accounts.
• Terms of credit: STRICTLY 30 DAYS NETT.
• In the event of overdue accounts, The Grammar Shop may charge either an account handling fee or interest at current rates as deemed applicable by management
• Goods will be accepted for return within seven days of purchase in the condition at the time of purchase.
Quality
pre-owned clothing
Clothing Pool

**Aims of the Clothing Pool**

The Clothing Pool aims to provide quality pre-owned uniform items at reasonable prices, whilst also returning to parents some of their initial outlay. The School retains a percentage of the proceeds from the sales, which includes the GST.

**Where and when?**

The Clothing Pool is situated in the J.R. Hughes building adjacent to The Grammar Shop on the Mowbray Campus. Access is through the Grammar Shop. During the school term, the Clothing Pool is open 12.30pm - 4.30pm Thursday & Friday.

**How to present clothing for sale**

All clothing must be laundered or dry-cleaned. Skirts and blazers must be drycleaned prior to delivery to the offices at the Junior School, Senior Campus or Clothing Pool and, marked “Clothing Pool”. No mends, holes, paint or stains.

Please attach a cloth label approximately 10cm x 10cm and with marking pen print: Name; Full Postal Address; Item and Size.

The Clothing Pool will price all items. A consignment form must be completed and accompany the clothing. These forms are available from the Reception (both campuses) or from the clothing pool.

PLEASE NOTE: Owner’s change of address must be notified to the Clothing Pool. Proceeds of sale which cannot be forwarded due to change of address, name or any other reason shall be treated as a donation to the School.

Items of clothing will be held in the Clothing Pool for 2 years. After that time they will be considered as a donation to the Clothing Pool and be sold or disposed of at the discretion of the co-ordinator.

The Clothing Pool is unable to extend credit, so please be prepared to pay for your goods at the time of purchase. Cash or cheques welcome, but sorry, no credit cards accepted.
Academic Programme

Structure

The Senior Campus timetable is organised over a ten-day cycle, with six periods per day of approximately 45 minutes duration.

Grade 7

Grade 7 is a year in which students are introduced to life in the Senior Campus and many of their classes are based in the Log Cabin classrooms. The class teacher usually teaches the core class for more than one subject, as do some of the other subject teachers. Academic testing prior to students commencing Grade 7 enables teachers to cater for individual student needs. The focus of the Grade 7 academic programme is on developing literacy, numeracy and ICT skills in addition to introducing students to a broad range of subjects.

The lessons are allocated as follows:
- English 9 lessons
- Mathematics 9 lessons
- Science 7 lessons
- History 4 lessons
- Geography 4 lessons
- LOTE or HEC 5 lessons
- Christian Studies 2 lessons
- Health and Physical Education 6 lessons
- Art 3 lessons
- Drama 3 lessons
- Music 3 lessons
- Home Economics 4 lessons for half of the year
- Technology 4 lessons for half of the year
- ICT Studies 1 lesson

All students undertake the subjects listed.

In foreign language study there is a choice between German and Japanese. A small group of students will undertake intensive additional work in literacy and numeracy (Helpful Extra Classes - HEC).

Extension will be offered to academically gifted students in place of Technology or Home Economics.

In Mathematics, students are grouped according to their mathematical strengths from the start of Term 2.
Grade 8

Grade 8 students move away from the Log Cabin and join the wider school community. They are organised into tutor groups within the house system for pastoral care. Grade 8 students continue to work in core classes for approximately two thirds of their lessons however they will continue to be grouped into different classes according to their strengths in Mathematics. This streaming is usually done at the beginning of the year, however it is understood that students are able to move between groups if the need arises.

Grade 8 students are able to study up to 6 elective subjects for half of the year; in many cases students choose to study one or more elective for the full year.

The lessons are allocated as follows:
- English 9 lessons
- Mathematics 9 lessons
- Science 7 lessons
- History 4 lessons
- Geography 4 lessons
- LOTE or HEC 6 lessons
- Christian Studies 2 lessons
- Health and Physical Education 5 lessons
- Sport 2 lessons
- Elective subjects (6) 4 lessons for half the year

In the elective programme, students are able to choose from Art, Music, Drama, Dance Extension, Craft and Design, Design Graphics, Craft and Design, ICT Studies, Food Studies, Textiles and Design.
Grades 9 and 10

The core curriculum in Grades 9 and 10 continues to develop students’ skills in the key areas of literacy and numeracy. In addition, students develop an increasing understanding and awareness of their place in a changing world, as well as developing practical abilities across four elective subjects.

Full details of the content of the curriculum in Grades 9 and 10 are outlined in the academic programme section of the School website www.lcgs.tas.edu.au/curriculum.

Students continue to be organised into core classes for their basic subjects in addition to the streamed classes in Mathematics.

The time allocated to various subjects is detailed below:

- English 9 lessons
- Mathematics 9 lessons
- Science 9 lessons
- Geography 5 lessons for half the year
- History 4 lessons
- Citizenship 2 lessons
- Health and Physical Education 7 lessons
- Elective subjects (7) 5 lessons each for half the year


Grades 11 and 12

Students in Grades 11 and 12 will work towards the award of the Tasmanian Certificate of Education. Their subjects are organised in five lines and each line is allocated 12 lessons per cycle which are organised into 6 double lessons. Those students continuing on to tertiary education aim to achieve an ATAR (Australian Tertiary Admissions Rank) Score. Others may choose a vocationally oriented programme gaining national industry certification and workplace experience. Students choose a programme of study which totals a minimum of 1200 hours over the two years; this is the equivalent of four pre-tertiary subjects in each year. The requirements of the TCE and subjects available for study are fully outlined in the academic programme section of the School website www.lcgs.tas.edu.au/curriculum

Full details of syllabuses and many other aspects of the TCE can be found on the Tasmanian Qualification Authority website www.tqa.tas.gov.au
Inter-school Links

In order to expand subject offerings at this level, Launceston Grammar has an agreement with Scotch Oakburn College and St Patrick’s College whereby senior students are able to study various subjects off-campus. The timetables of the three schools are aligned to facilitate this arrangement. Students travel between schools in their breaks between lessons. This programme has been extremely successful since its inception in 1998.

Study Rooms

Grade 11 students who opt for a study line are directed to work in a designated study centre that is staffed continuously. Students have access to computers and the facilities of the Library, and they are able to get assistance with their work from time to time. The Grade 12 study centre is located in the A.L. Green room with in the Learning Hub. Grade 12 students have more freedom in the use of their study time than Grade 11 students, however, Grade 12 students who fall behind in their work will be directed to attend the supervised study sessions with the Grade 11 students.

Assessment and Reporting

Students in Grades 7 to 10 undergo continuous assessment which culminates in ratings given on various assessment criteria at the end of each semester. This type of assessment is known as criterion-based assessment. A variety of assessment tasks will be used during the semester which in some may include an examination in some subjects. Subject co-ordinators have developed assessment standards for each subject and final awards are calculated by applying an algorithm.

Examinations are introduced to students gradually. By Grade 10, all students will be sitting two hour examinations in many core subjects and some elective subjects. The emphasis is on developing the process of undertaking this form of assessment, so that by the time students are sitting TCE examinations, they have developed a sound examination technique. Full reports are prepared by staff towards the end of each semester and emailed to parents at the end of Term 2 and Term 4. Progress reports are sent home at the end of Terms 1 and 3.

On request, parents are able to receive information which compares their child’s performance with their peers.

TCE students undergo a very similar assessment process with the exception that all syllabuses currently studied are developed by the TQA. Each syllabus contains a set of assessment criteria that are internally assessed. Pre-tertiary subjects will also externally assess a subset of the criteria. There are trial examinations at the end of June, voluntary Practice Examinations in September and the final external assessment for Grades 11 and 12 is conducted over a two week period in November. Parents will receive full reports in May and August.

Regular contact with subject teachers is encouraged and two Parent/Teacher interviews are held during the year for each grade to facilitate this contact. In the situation where parents are concerned with their child’s progress in one or more subject areas, they should contact their child’s teacher if the problem is confined to one subject, or their Head of House (Grades 8 to 12) or the Grade 7 Co-ordinator.
Other important information

**Attendance in class**

All students are expected to attend every timetabled lesson punctually unless they have permission to be absent. Teachers mark the roll electronically every lesson, and students can expect to be penalised if they are found to be absent without permission. Students who miss class are expected to catch up on the work covered during the lesson. It is the student’s responsibility to ask the teacher for assistance in this regard.

**Tutoring and Support**

All students in the Senior Campus are able to attend the voluntary After-School Tutoring and Support sessions in the Learning Hub from 3.45pm to 5.00pm on four afternoons per week. Teachers of English, Mathematics and Science are rostered to assist students. This is an ideal opportunity for students who have missed work through absence, or who need extra support to understand key concepts to gain assistance.

**Book hire and book lists**

Many textbooks that students use are available on book hire through the Learning Hub. Students are expected to look after the books and parents will be charged for any books that are lost or returned damaged. All other resources needed by students are outlined in the book list for each grade.

All current students will receive book lists during third term and must return them to the School Business Office. Additional copies are available from the Senior Campus Office.

**Change of subject procedure**

Any student who is wishing to change a subject can only do so with the approval of the Dean of Academic Administration in conjunction with subject teachers and parents. Subject selection forms are available from the Deans’ Office. Until the process has been completed, students are not permitted to change class.

The complete process is outlined in the Student Diary.
Homework

Homework is a key component of the academic programme and it is important that students establish a regular routine. It is expected that students will spend at least twenty minutes reading per night. In addition to tasks set by subject teachers, students should be using homework time to plan and manage their time effectively, to be organised and to do extra tasks to consolidate their understanding and improve in areas of weakness. Grades 7 and 8 students are expected to spend between one and one and a half hours per night, Grades 9 and 10 students up to 2 hours per night, and Grades 11 and 12 should be spending between 2 and 3 hours per subject per week. It is expected that students will record all set homework and assignment tasks and that parents will monitor the Student Diary on a regular basis.

Learning Support

The Learning Support team assists students with special needs. Students are usually identified by the time they enter the School. The level of support needed will vary from student to student. Helpful Extra Classes (HEC) is available to identified students in Grades 7 and 8 in place of studying a foreign language. During HEC classes students are assisted particularly with literacy. Special assistance continues in Grades 9 and 10 where students are able to choose the Support elective. In addition to literacy support, students are also able to obtain assistance in other subject areas where they may be experiencing difficulty.

Gifted Education Programme

A Gifted Education programme is offered to identified students. A variety of strategies is employed to cater for the various learning styles of these students. There is a heavy concentration on creative thinking. Constant monitoring of the spirit of co-operation and teamwork ensures an acceptance of strengths and weaknesses thus working towards an elimination of the ‘tall-poppy’ syndrome. The programme is delivered through a variety of ways dependent on the ages and needs of the students.

Leave from school

Where possible, leave should be sought in advance. This should be requested by parents, preferably by a letter to the Head of Campus giving details and reasons.
Use of the Student Diary

Every student in Grades 7-12 will be offered a Student Diary which is the primary means of communication between home and school and particularly for parents and students to keep track of homework and other commitments. Grades 7 and 8 will receive hardcopy diaries and Grades 9 – 12 will have an electronic version loaded onto their tablet computers/laptops.

Page two of the Diary provides full guidelines for its correct usage. Listed below is a summary that will be used by the staff and students (in Grades 7-10) to ensure that the Diary is used effectively.

The Diary is:

• To always remain in the sole possession of the owner.
• To be taken to each lesson.
• Not to be embellished, inside or out.
Challenging learning experiences
Outdoor Education

Outdoor Education is an integral part of the well-rounded education offered by Launceston Church Grammar School.

Students are encouraged through challenging learning experiences to develop a stronger sense of self and of community. Outdoor Education provides the framework for many fundamental life skills, including independence, resilience, working with others and respect for the natural environment.

Using the diverse environments found throughout Tasmania, we cover the State with an amazing range of outdoor experiences.

Grade 7

The first Grade 7 Camp, a four-day introductory camp, takes place in the second week of Term 1. This is an important bonding time for students. In Term 4 the students go to Maria Island for seven days for what many students remember as a highlight of their school life. On this camp there is opportunity for parental involvement.

Grade 8

The Grade 8 Camp this year will be conducted in Freycinet National Park. During the week-long camp the group will be divided in half with students participating in a two day walk to Wineglass Bay and Mt Graham, followed by two days of rock climbing at Bluestone Bay. Rock climbing will be done on the spectacular cliffs in the White Water Wall area.

Grade 9

The Grade 9 outdoor education programme involves a remarkable 9-day experience in the North-East of Tasmania. Working in small groups, students need to use their initiative to achieve individual and group objectives as they walk, bike ride, sea kayak and raft their way through this spectacular corner of the State. As this area has a deep and sustained connection with indigenous culture, students will couple this experience with prior learning back at school.
Grade 10

The culmination of four years of compulsory outdoor education, this is an opportunity to put into practice the skills they have learnt so far and to demonstrate independence, teamwork and leadership. Students can choose from a range of trips including Bike Touring on Bruny Island, Sea Kayaking on the Gordon River, Rafting on the Huon River, Walking on the Overland Track and many others. Students are entirely self-responsible, including packing their own clothing and equipment, and preparing their own menu.

Grade 11/12 - TCE Outdoor Education & Outdoor Leadership

TCE Outdoor Education and Outdoor Leadership are elective subjects for Grade 11 and 12 students.

TCE Outdoor Education (TQA2) involves participating in three camps. These camps operate during the holidays to avoid interrupting students’ school timetable. During these camps, students develop technical skills using the activities as a means for applying knowledge of theoretical topics through practical situations. Activities include bushwalking, white-water kayaking and rock climbing.

In TCE Outdoor Leadership (TQA3), students explore some of the theoretical frameworks behind leadership, group management, ethics and decision-making in an outdoor environment. Whilst much of the learning is classroom-based, there is some practical field work involved in this course which is negotiated with Outdoor Education staff.

Outdoor Education Equipment

Equipment

Outdoor Education trips do not require students to own a lot of expensive equipment. Clothing and equipment lists are provided prior to each camp. Students will need camp items which may be purchased, borrowed or hired.

If in any doubt, students are highly advised to show their equipment to Outdoor Education staff prior to a trip to determine whether or not it will be suitable.

The Outdoor Education Department runs a store of equipment and clothing which may be hired for a small maintenance and cleaning fee. All equipment hired out by the Outdoor Education department is of high quality and well-maintained.

Rain Wear

Rain jackets need to be thigh length and without a cotton/flannelette lining. Japaras (seam sealed), goretex jacket or equivalent are suitable. Students will also need rain trousers for most trips.
**Sleeping Bag**

Must be warm and appropriate for the season during which the outdoor education trip is scheduled. It should also pack down to a small size to allow room in the back pack for spare clothes, food, tent etc. The sleeping bag must have a hood with a draw cord.

**Sleeping Mat**

A sleeping mat provides comfort and insulation from the ground and is therefore an essential item. Whilst a closed-cell foam mattress will suffice for most trips, many students use small, lightweight self-inflating mattresses (such as Therm-a-Rests).

**Backpacks**

Backpacks need an internal frame and must be fully-adjustable. Whilst backpack sizes vary, students will require a minimum of 65 litres. Backpacks are not required for the first Grade 7 camp.

**Tents**

As students need to carry tents in their packs, they should be small and light (2-3kg). Tents should have a vestibule to store equipment and alloy poles for improved strength in poor weather.

**Walking footwear**

Ankle-high boots are recommended, but not essential for most trips. There are some trips in the Grade 10 programme (e.g., The Overland Track) where boots are essential and students will be notified of this well in advance.

**Hire Charges**

- Tent: $15.00 per person per week
- Sleeping Bag: $15.00 per week
- Foam Sleeping Mat: $4.00 per week
- Backpack: $15.00 per week
- Rain Jacket: $10.00 per week
- Over Trousers: $10.00 per week
Pastoral Care Programme Structure

At the Senior Campus of Launceston Grammar, all students receive pastoral care through the pastoral care programme.

In Grade 7, students are placed in CLASSES, each of which is both the vehicle for the delivery of the pastoral programme and a learning unit. Students are also allocated to HOUSES (Fraser, Gillett, Roff, Savigny and Wilkinson).

One role of the House System is to provide the mechanism for internal competitions in which all students participate. The major role of the House System, though, is to provide pastoral care for students in Grades 8 to 12.

The GRADE CO-ORDINATOR is responsible for the pastoral programme in Grade 7 while HOUSE HEADS are responsible for the later grades. The PASTORAL DEAN co-ordinates the overall programme.

Grade 7 Class Teachers

Each CLASS TEACHER teaches his/her class for a significant proportion of each timetable cycle. The classes also meet each morning for administrative purposes. Class teachers are all involved in Grade/ Class activities for another three periods of 20 minutes each week, the introductory camp in the second week of the year, and Maria Island at the end of the year. They develop close relationships with their students and also get to know parents.

They strongly support students by monitoring progress, counselling, encouraging, befriending, disciplining and mentoring.

They are involved in many activities outside of the classroom. They maintain profiles of their children. They assist with charity and other activities. They attend the weekly Grade Chapel service.

Grade 7 Co-ordinator

The Grade Co-ordinator is responsible for higher-order discipline matters and for responding to specific incidents/situations as well as co-ordinating the pastoral programme and liaising closely with parents and all teaching staff of Grade 7.
**Tutors and Tutor Groups**

Upon entry to Grade 8, students are placed in TUTOR GROUPS within each House. There are about 20 students in each group. TUTORS meet with their group regularly to monitor their progress and wellbeing. They focus on the personal organisation and overall progress of the tutees. Through monitoring the use of the Student Diary by students in Grades 8 to 10, tutors are able to check that homework is being recorded and completed, to ensure that responsibilities are being fulfilled and to communicate with parents.

Parents and tutors are asked to sign the Student Diary on a weekly basis. Progress for all students in Grades 8 to 12 is also monitored through communication with House Heads, subject teachers and senior staff. Tutors help maintain a profile of co-curricular activities and achievement. They also contribute to formal pastoral reports to parents.

At various times throughout the year, tutors provide support in common areas such as revision for examinations, subject selection, goal setting and time management.

Tutors provide initial counselling to individual students where necessary. Tutors attend House Chapel services with their groups. Tutor Groups are also involved in and help organise House activities such as fund-raising for chosen charities, involvement in Chapel services, and internal House competitions.

Much of tutor group time is taken up with the tutor talking with individuals or small groups. At these times, the remaining students are required to undertake private study or quiet reading.

**House Heads**

As previously mentioned, House Heads co-ordinate the pastoral programme of the House. They are usually the first point of contact with/from parents. They allocate students to tutor groups. They spend considerable time supporting students with a wide variety of individual needs. They advise on course selection and monitor course changes. They facilitate the orientation of new students. They coordinate House activities and the leadership opportunities within the House. They have a higher-order disciplinary role. They contribute to pastoral reports.

**Pastoral Dean**

The Pastoral Dean co-ordinates the delivery of the pastoral programme, working closely with House Heads, the Grade 7 Co-ordinator and other Pastoral Carers. He/she assists the Head of Senior Campus in being responsible for the presentation and behaviour of all students, makes decisions about serious counselling matters and provides advice to the Headmaster and Head of Campus.
**Chaplain**

Launceston Grammar is an Anglican Church School and, as such, is keenly concerned with the spiritual awareness and development of its members.

Each student attends one Chapel Service per week. The Chaplain also conducts an Annual Family Chapel Service for each day house, the Boarding House and Grade 7. There are mid-weekly services for all boarders. Junior students undertake study of religion as part of their formal learning programme. The Chaplain also has a special counselling role for students. He/she prepares students for baptism and/or confirmation.

**Head of Boarding**

The welfare of boarders is of paramount concern and the Head of Boarding works closely with House Heads and Grade 7 Co-ordinator to ensure that boarders’ needs are met both within the School and in the Boarding House.

**TCE Co-ordinators**

In addition to senior students receiving support through the House system, two TCE Co-ordinators have the special responsibility of working closely with these students. They assist with the assimilation of new students, oversee the operation of the Upper School Common Room and the East Quad, liaise between groups of students and between students and staff, organise the annual 80km Walkathon, the Senior Students’ Common Room Committee (SSCRC), and Valedictory Week and deal with issues specific to senior students.

**Head of Senior Campus / Deputy Headmaster**

The Head of Senior Campus assumes overall responsibility for all that occurs on the Senior Campus, including pastoral matters. He/she works closely with all key pastoral carers.

**Headmaster**

The Headmaster assumes overall responsibility for all that occurs within the entire School, including pastoral matters. He works closely with the Head of Campus and the Pastoral Dean.

**Pastoral Committee**

All of the key pastoral carers previously mentioned form the core of the PASTORAL COMMITTEE, chaired by the Pastoral Dean.
They meet each fortnight to discuss matters of common concern, organise forthcoming Inter-House activities, decide pastoral policy and provide advice on a wide range of pastoral, academic and administrative matters.

They meet to discuss and keep abreast of current issues in student welfare. Other specialist Senior Staff are also called upon at various times to brief this committee on wider issues of pastoral care in the school.

**Student Profiles**

A detailed profile is developed on all Launceston Grammar students as they pass through the Senior Campus. Records of medical information, primary education and notable achievements, together with the results of testing, academic and pastoral reports, copies of all communication home and details of all relevant information are maintained. These profiles are initially the responsibility of the Grade 7 team. They are then passed to the Deans’ Office at the beginning of Grade 8. House Heads maintain separate files on each student.

These include copies of most of the items listed above as well as details relevant to the House context. In addition, a PASTORAL DATA BASE lists the details of all of the relevant information about students. It becomes a record of all areas of student endeavour and achievement.

**Leadership**

Leadership opportunities occur within the pastoral care system as well as within the wider School. Grade 7 staff provide these opportunities in a number of ways within their normal programme.

Houses appoint captains.

Houses use other senior students to organise and support teams in Intra School competitions and to liaise with Grade 7 House members.

In many cases, these senior students remain mentors as the juniors join their tutor groups in Grade 8.

Grade 10 students have the opportunity to apply to become Peer Leaders to work with Grade 8 students in Health.

Formal Leaders of Sports’ teams and co curricular activities play an important leadership role with their immediate group and are also expected to interact with all students in their activity throughout the School.

The School arranges training of selected students to become peer mentors. All students in Grades 7 and 8 have an older student mentor from whom they can seek support or guidance and who will take an active interest in them throughout the years. Every student in Grades 10 and 11 has the opportunity to participate as a member if they choose to do so. They receive training for their role.
House Activities

House activities take a number of forms.

The Cock House Cup is determined by the results of Inter-House sporting competitions. The Cock House Plate is determined by the results in Inter-House cultural competitions and by the attitude ratings House members receive on their academic reports. The Cock House Shield is awarded to the House that does best in the combination of Cup and Plate.

The House Spirit Cup is awarded to the House who has accumulated the most number of points for participation during the Inter-House swimming, athletics and cross country competitions. House meetings occur weekly, as do House Chapel Services. Houses support at least one charity. Competitions between tutor groups are a source of fun and bonding between students.

Communication

Strong, open, regular and supportive communication is the key ingredient for any pastoral care programme. This must exist within pastoral care teams, between teams and other staff, with students and with parents.

Parent Teacher Nights are held regularly but all parents are encouraged to contact relevant staff whenever a need arises. Staff are also encouraged to contact parents to communicate areas of concern or to recognise the endeavours and/or achievements of students. Contact is usually through the Diary unless circumstances warrant direct contact being instigated.

Launceston Grammar believes that the education of its students involves a three way process incorporating students, parents and staff.

It works hard to ensure that all three parties co-operate to enable the young people to develop into confident, competent and upright citizens with strong values so that they will become valuable contributors to the world of the future.
The Grammar Community

Support Grammar

Launceston Grammar has been built on the generosity of its community. It is a great school planning for a bright future, but this can only be achieved if, collectively, we support our school. With the ever increasing costs of providing a quality educational experience it is more important than ever before that the school seek support in the form of philanthropy. Every gift, at every level, has the ability to transform the lives of Launceston Grammar girls and boys.

In 1985, the school established a Foundation, charged with the management of philanthropic funds, to ensure Launceston Grammar’s viability into the future. Following an independent, expert review in 2012, the school has undertaken to dissolve the Foundation in order to streamline processes and reduce administrative costs, therefore maximising the impact of philanthropic giving to the school. Grammar acknowledges the passion and impact of those who have served as volunteers overseeing the business of the Foundation, and looks forward to building on the invaluable work already done.

With support from our community, Launceston Grammar has been able to provide a world-class education in a nurturing environment which challenges students to be their best. The school’s aim is to enhance the opportunities and learning environment offered to students, but to do that, Launceston Grammar needs your support.

To make a tax deductible donation to support the required high standard of our learning environment, our library resources or scholarships to support our students, contact the Development Office on +61 3 6336 6016 or visit www.lcgs.tas.edu.au

Grammar Parentlink

- Meets monthly
- Provides a forum for discussion about topical issues
- Senior staff members and Board representatives attend
- Assists Tasmanian Parent Council Representatives (Independent Schools’ government lobby group)
- Assists Fair Convenor in planning and organisation of major fundraisers.

Please ring the Marketing and Communications office for further details on 6336 6057.
Grammar Swimming Pool

The Grammar Swimming Pool is a 25m heated indoor pool, not only utilised by the School but open to members of the public for year round recreational swimming.

The swimming pool offers various membership options including yearly or half yearly memberships (with the Launceston Grammar community receiving substantial discounts) and/or 20 swim passes.

The following activities and classes are available:

- Learn to swim (all ages and levels) – Term and Holiday programmes
- Stroke correction (all ages) - Term and Holiday programmes
- Masters swimming
- Lap swimming
- Private bookings
- Life saving courses

Lane availability varies daily. Sessions times are regularly updated on the website and availability is also included in the monthly newsletter.

For further information please contact the pool staff on 6336 6083 or pool@lcgs.tas.edu.au