STRATEGIC DIRECTIONS 2024-2029



Acknowledgement of Country

Launceston Church Grammar School acknowledge with deep respect, the Palawa/Pakana people as the traditional owners of the land, sea, and waterways of Lutruwita (Tasmania) on which we work, rest and play.

We pay our respects to elders past, present, and emerging and recognise their continued care for land, waterways, and community.

INTRODUCTION

Celebrating 178 years of tradition and evolution has shaped Launceston Church Grammar School to have a unique position in the Australian Educational landscape. We are an extraordinary place of learning where each child is nurtured, challenged and inspired. We have led with distinction, educating leaders of renown and embracing opportunities where others may fear to tread.

Grammar is a forward-looking school. We know that the future of education is complex in its nature. We live in a world where academics and educators question:

- What is knowledge in the 21st Century?
- What is worth learning?
- How might we best learn in a world suffuse with AI and Virtual Realities?

In light of this, those responsible for designing quality learning and assessment to shape the Launceston Grammar learning experience must be audacious and courageous. We are excited by what is to come.

Our Anglican ethos shapes our learning environment and what we value in humanity. Our School is a place of compassion, community, inclusivity, respect and safety.

We have and continue to make a commitment to provide exceptional learning experiences, both in the classroom and beyond. Our outdoor education and co-curricular experiences not only create lifelong memories but powerfully shape character.

Launceston Grammar is a school with a clear intent and purpose in the education of young people. We continue to evolve and seek ways to expand our relevance for students and their world – both now and into the future.

Our strategic intention underpins our endeavours and we have found, through consultation and robust discussion, that we must put in place solid foundations to support our way forward. Our 4 Strategic Directives afford us the ability to be flexible and agile. They ensure that the interconnected pillars of our school operations provide fluency and clarity throughout our journey. This Strategic Directions document is the culmination of consultation, collaboration and consensus across the Board and School operations leaders.

We are many things at Launceston Grammar; Courageous in spirit, humble yet quietly confident and always looking to honour our indelible history as we forge our exciting future. We will remain resolute and committed to our purpose.

"We exist to nurture, challenge and inspire young people to lead fulfilling lives and positively contribute to their communities."



Mr Nigel Bailey
Chair of the
Launceston Church
Grammar School Board



Mr Dale Bennett
Principal of Launceston
Church Grammar School

A. OUR ENVIRONMENT

These strategic directions are informed by changes in the world around us, in Tasmania and beyond.

The future of society

Increasing reliance on **digital** technologies, including artificial intelligence.

More emphasis on **Wellbeing**, mental health and human factors.

Understanding **census data** that illustrates more secular, social and political outlooks, less bound by tradition and institutional loyalties.

An increasingly sophisticated **self-identity** of young people, focussed on self-determination, fluidity of experience and inclusivity.

The future of education

Greater **expectations** by students for individualised, student-led, facilitative learning.

Government **policy** focussed on requisite skill development (literacy, numeracy, digital) appropriate to phase of learning, personalised learning and ensuring successful transitions.

Constrained **resourcing**, both financial and human.

Greater **competition** locally and nationally because of affordability and choice of diverse tailored offerings (including online,) and increased understanding of parents as consumers of education with inherent and explicit expectations.

Our Jewels

Golden threads we wish to preserve and amplify further.



B. OUR IDENTITY

Our Purpose

"We exist to nurture, challenge and inspire young people to lead **fulfilling lives and positively contribute to their communities.**"

The Future of Education

We are an Anglican co-education Early Learning - Grade 12 day and boarding learning community.

Our Promise

Our formative offerings promise each student the opportunity to:

- Be **well rounded** because we focus on character as much as results
- Have experienced learning which provides unparalleled **choices and pathways**
- Lead their lives with attitudes, ethics and change capability well-suited for the **world of today — and of the future.**



Our approach to education

Wellbeing as a whole of school approach.

Our Wellbeing Framework is underpinned by our five key Drivers.

Agency | Purpose | Connection | Thinking | Engagement

These Drivers are the guiding principles that empower students to take ownership of their learning journey (Agency), discover their intrinsic motivations and aspirations (Purpose), foster meaningful relationships within the school community and beyond (Connection), cultivate critical and creative thinking skills (Thinking), and actively participate in immersive learning experiences (Engagement).

These Drivers serve as the one commonality across all stakeholders at Grammar. These stakeholders are divided into three focus areas, including:

1. **Student Wellbeing:** Using the pillars of Academic, Spiritual, Psychological, Social Emotional and Physical to enable students to develop an understanding and application of behaviours and habits which contribute positively to their personal growth.
2. **Staff Wellbeing:** Where our "People Commitment" to staff delivers a safe and flourishing workplace.
3. **Organisational Wellbeing:** Ensure that our school business model applies the lens of Wellbeing Drivers to every aspect of operations and strategic decision making.

Our approach to education

Compassion | Community | Inclusivity | Respect | Safety

Our Values

In all that we do, we seek to:



Nurture



Challenge



Inspire



C. OUR FOCUS OF EFFORT

Our Vision ("Our desired future")

We have a clear set of 'headlines' describing our desired future in 2029:

Our vision for	Headline	Description
Our offering	**Leadership** in focus areas	Best school in TAS for (i) Wellbeing; (ii) STEAM; (iii) High Performance Sport; (iv) Agriculture and (v) Impact Learning Experiences (incl Grades 5/7/9, Outdoor Education, Boarding, Aviation and Service). Underpinned by strong foundations in multiliteracies (including numeracy, literacy, digital, Christian citizenship, ethics). Our students will know what it is to be nurtured, challenged and inspired as learners and have experienced an education that will positively resonate for a lifetime
Our infrastructure	Purposeful **facilities**	Our fabric is sound, and our (i) Junior Campus is reconfigured for desired learning, suitable for growing numbers, compliant and best use of site; (ii) Senior Campus has vibrant social spaces, flexible and well resourced learning spaces, updated Boarding facilities; (iii) Sporting grounds are well utilised; (iv) we are a lighthouse school for Environmentally Sustainable Design (ESD)
Our community	Loyal and **influential** supporters	Families are highly engaged and their/our connections enable us to: (i) embed students in all spheres of society; (ii) gain support from philanthropy; (iii) form partnerships with others (communities, industry, higher education, cultural bodies)
Successful lives	**Alumni** connected to us	We have contact details for 90% of our alumini and over 50% actively connect with the School
Scale	**Optimal** enrolment	Optimum size to enable us to be strong: 900 students with intentional and purposeful scholarship
Resourcing	**Reinvest-ment** capability	>$1m annually for redirection to unfunded or developmental activity



D. STRATEGIC DIRECTIVES

("Where we invest effort")

"We achieve our vision by working on..."

Objective	Outcome
Directive #1: **Leading Learning**	Leading Learning is our 'One School' philosophy of wellbeing for learning, emb measurable outcomes. This first imperative honours our vision to current and enabled, and each student is engaged in an educational offering where they are
Wellbeing	A coherent and comprehensive approach to wellbeing embedded across all areas of student experience
Educational Offering	Distinctive curriculum experiences tied to learning journey phases: ELC/K-2 (PYP Foundation Little Grammar); 3 - 6 (PYP Junior Grammar); 7-9 (Middle Grammar); 10 - 12 (Grammar Graduate)
Literacy and Numeracy	An exemplary, evidence based literacy and numeracy progression across the curriculum. Personalised growth plans created based on individual student data
Digital Transformation for Learning	Empowering innovative learning through technology for future ready students
Assessment of Learning Achievement	Differentiated and purposeful high-quality assessment
Professional Learning	A systematised and deeply reflective professional learning model for teachers and allied professional staff that enables them to support all LCGS strategic initiatives
Directive #2: **One School, Many Communities**	Our students are part of the Grammar Village and our attention is on providing integrated network of support with staff, families, alumni and partnership with our success. Each of these groups need purposeful opportunities to engage wi work directly benefits the students as they in turn see themselves as contribut
Students	Vibrant campus life where it is fun, caring and welcoming
Boarding	Hawkes Boarding as a place of valued connection, unique opportunity and safety
Staff	Our culture is modelled and lived, internally and externally by staff, with wellbeing built into the life and conditions for our staff and leaders
Current Families	Our families are a confident, connected and value the work of the school and its purpose
Alumni	Alumni as a community to provide support for each other and our current / future students
Community	Our communities understand and engage with the outcomes and benefits we aim to create with our students

Reference Plans

edded across all levels and streams, leading to
future learners where personalised learning is
empowered to succeed.

Wellbeing Culture Framework

Wellbeing Learning Framework

a learning environment second to none. An
the broader Tasmanian community is integral to
th the school and to witness and celebrate how their
ing to something much bigger.

Wellbeing Culture Framework



D. STRATEGIC DIRECTIVES

("Where we invest effort")

"We achieve our vision by working on..."

Objective	Outcome
Directive #3: **Equipped for Tomorrow**	We will create, adopt and apply processes and technologies that enable us to all stakeholders in our learning community with an emphasis on adaptability,
Digital	Platforms and technologies are available to students and staff that enables contemporary learning and wellbeing outcomes
Communications	Communications are streamlined, efficient and effective
Processes	Our processes create operational ease and dramatically accelerate our progress
Roles	The right roles exist, with the best people, to drive relationships and performance
Directive #4: **Sustainable Resourcing**	Our first resource is our people, who work and teach within fit for purpose and stewardship. We sustain our day-to-day programs because we are financially fabric and resources needed by our students.
Finance	Income sources are diversified, future-proofed and protected and costs are known and appropriate
Advancement and Admissions	Our pipeline of future students is predictably growing and we retain current students
Infrastructure	Masterplans exist for development and maintenance of buildings, grounds and facilities that support our vision
Philanthropy	A growing and influential circle of material and in-kind supporters
Compliance and Risk	The effects of uncertainty and risk are minimised through sound practice and compliance
Environment	Our carbon and waste footprints are minimised and we behave in environmentally responsible ways

Reference Plans

deliver a contemporary wellbeing education for collaboration and problem-solving.

Wellbeing Learning Framework

Development Plan

System Improvement Roadmap

Wellbeing Culture Framework

future-proofed facilities with sound environmental thriving and growing, with capacity to reinvest in the

Development Plan



E. OUR RESULTS

Desired Results ("What success looks like")

Assurance ("What do we want to say?")	Result Area ("What will tell us?")	Measure ("How will we know?")
Financially flourishing	**1. Reinvestment capacity**	Realisable asset growth released for reinvestment
Attractor of students	**2. Enrolment certainty**	Confidence level of pipeline of anticipated enrolments
		Confirmed total enrolments
		Percentage of students receiving scholarship above equity baseline
Attractor of best people	**3. Leaders outstanding**	Best in state leaders for defined focal areas
		Rating of school leaders by staff
	4. Staff capable	Staff performance
		Student evaluation
	5. Great culture and climate	Net Promoter Score
Best offerings	**6. Results / outcomes**	Student results
		Wellbeing results
	7. Student and family sentiment positive	Pivot Survey
		Uptake of offerings
		MGM survey feedback




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