Launceston Grammar
Pastoral Care

PERSEVERANCE THANKFULNESS GENTLENESS

At Launceston Grammar, the virtues-based pastoral care programme inspires good character in young people to become individuals who flourish in a global environment where they can live successful lives with purpose and fulfilment.

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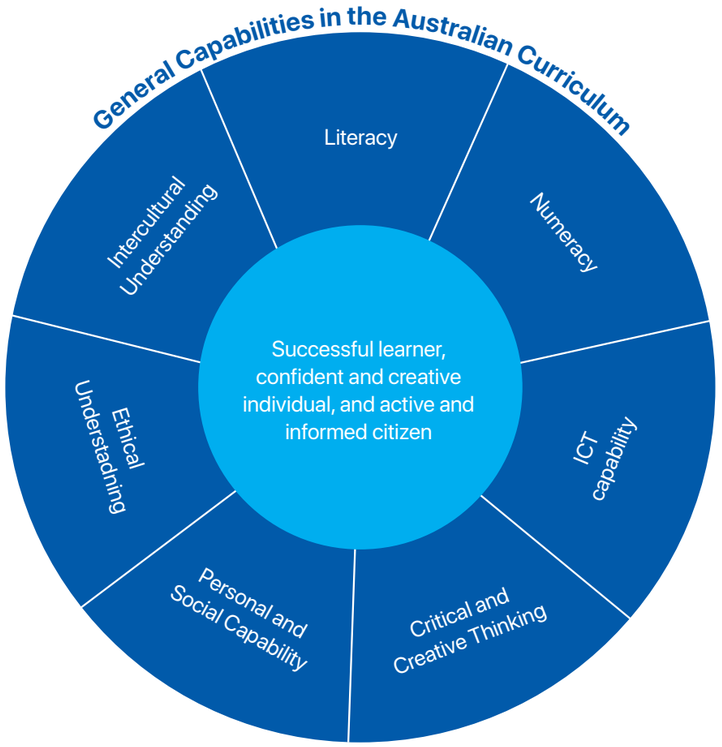
The Australian Curriculum and Pastoral Care

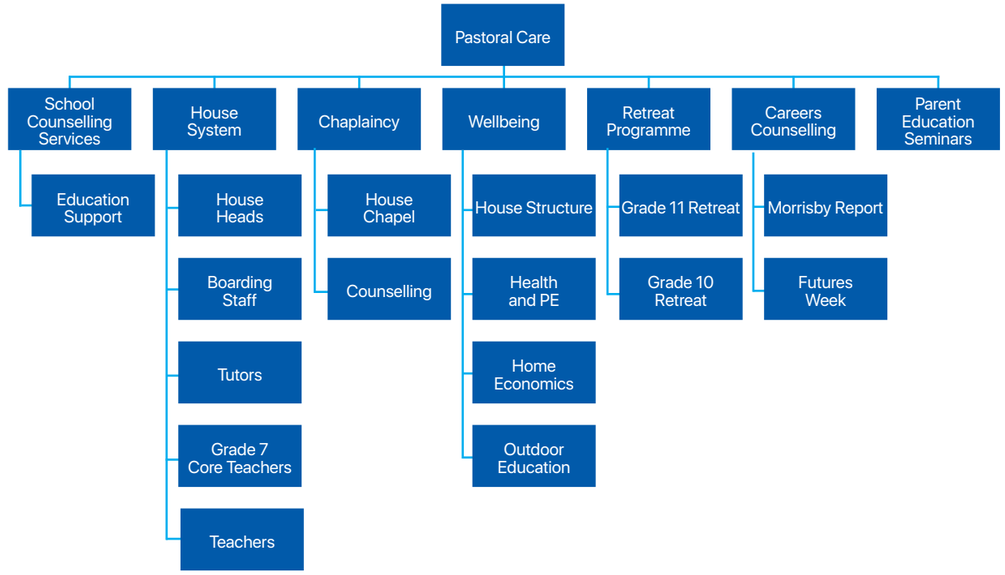
As part of the general capabilities of the Australian Curriculum, we aim to promote Intercultural Understanding Ethical Understanding, Personal and Social Capabilities and Critical and Creative Thinking through our Pastoral Programme.



"Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians...schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers."

The Melbourne Declaration, 2008

The Structure of our Pastoral Programme



General

At the senior campus of Launceston Grammar, all students receive pastoral care through the Pastoral Care Programme.

In Grade 7, students are placed in **Core 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 and **House Heads** in the other grades. The **Head Of Senior Campus/Deputy Head (Students)** coordinates the overall programme.

The House System

The House System was established when, at the beginning of 1924, the School moved to Mowbray Heights. Four Houses were created and named in honour of former Headmasters the Revd. William H. Saivgny, the Revd. Christopher G. Wilkinson, and Mr Harry Gillett, and generous benefactor Mr William Hawkes. In 1959, an additional day House was formed and named in honour of former Headmaster Mr Norman H. Roff. The large number of boarders in 1961 made it necesary to introduce Fraser House, named in honour of the late Mr Hugh Fraser, M.B.E., who had been actively associated with the School for 56 years (Fraser House ceased operation between 1970 and 1997). In 1998, the boarding House was renamed Hawkes House and two new day Houses were created: Fraser House and Savigny House. In 2001 Hawkes House discontinued as an entity for House competition

and the boarders were reallocated across the five other houses, however the name Hawkes is retained as the name of the boarding House. Heads of House lead a team of tutors to oversee the wellbeing and care of students. The school is divided into five houses, Fraser, Gillett, Roff, Savigny and Wilkinson.

House Mottos

Fraser	Gillett	Hawkes	Roff	Savigny	Wilkinson
Summum Bonum	*Nulli Secundus*	*Per Proella Ad Glorium*	*Meliora Sequamur*	*Nil Deperandum*	*Sans Peur et Sans Reproche*
Highest good	Second to none	Through battle to glory	Seek better things	Never give up hope	Without fear and without reproach

Tutor Groups

Upon entry to Grade 8, students are placed in **Tutor Groups** within each house. There are 15-20 students in each group. **Tutors** meet with their group prior to normal lessons each morning and undertake administrative tasks. They meet for an additional two or three periods of 20 minutes duration each week. The main activity undertaken in the extended times relates to the personal organisation and overall progress of the tutees. Progress is also monitored through communication with House Heads, subject teachers and senior staff. Tutors 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, time management, etc. Tutors provide counselling to individual students where necessary. This can be by either proactive or reactive means. Tutors attend House Chapel Services and assist House Heads in a variety of ways. Tutor Groups are also involved in and help organise house activities. Much of tutor group time is taken up with the tutor talking with individuals or small groups and helping students to become independent and curious learners. Tutors are usually the first point of contact for parents.

Grade 7

Each **Class Teacher** teaches his/her class for a significant proportion of each timetable cycle. The classes also meet each morning for administrative purposes. They are all involved in Grade/Class activities for another two periods of 20 minutes each week and one period of 45 minutes. Class teachers attend the two Grade camps: Hanleth in the Fingal Valley in the second week of the year, and Maria Island at the end of the year. They develop close relationships with their students and work closely with their families. Class Teachers strongly support students by monitoring progress, counselling, encouraging, befriending, disciplining and mentoring. Students are involved in many activities outside of the classroom. Teachers maintain profiles of their students and assist with charitable activities and events as well as attending the weekly Grade Chapel Service.

The Grade Co-ordinator is responsible for higher order discipline matters and for responding to specific incidents/situations as well as coordinating the Pastoral Programme. He/she liaises closely with parents and all teaching staff of Grade 7 and the Head Of Senior Campus/Deputy Head (Students).

Growth Coaching

All staff involved with our pastoral programme have undergone Growth Coaching training. This is to ensure all staff have a uniform approach to supporting students in setting goals. A key component underpinning our work with students is helping them navigate a pathway through the school years and beyond. Growth coaching provides a framework to help students achieve their best.

TCE Co-ordinator

In addition to senior students receiving support through the House system, the TCE Co-ordinator has a special responsibility of working closely with these students. The Co-ordinator assists with the assimilation of new students, oversees the operation of the Upper School Common Room and the East Quad, liaises between groups of students and between students and staff, organises the annual 80km Walkathon, helps support the prefect body, organises Valedictory Week and deals with problems specific to senior students.

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. Junior students undertake study of religions 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 Heads of Boarding work closely with House Heads, TCE Co-ordinator, Head of Senior and Junior Campus, School Counsellor, School Nurses and the Grade 7 Co-ordinator to ensure that boarders' needs are met both within the School and in the Boarding House.

Pastoral Committee

The **Pastoral Committee**, chaired by the Head of Senior Campus, 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 matters including student well being.

Student Profiles

A detailed profile is developed on all Launceston Grammar students as they pass through the senior campus. Records of student wellbeing through our platforms Flourish and Mission Australia data, medical information, primary education and notable achievements together with results of testing, academic and pastoral reports, copies of all communication home and details of all relevant information are maintained.

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.

The School arranges training of selected students to become peer mentors through our Peaceful Kids and Growth Coaching programmes. It is intended to expand this programme and the roles of these mentors so that all older students within a House will be a mentor to a younger student in their tutor group.

Professional support for students: School Counsellor and School Psychologist

The school counsellor is a professional practitioner who provides a free confidential counselling and support service to students and their families around a wide range of issues. These may include mental health difficulties, risk assessment, conflict resolution, grief and loss, stress management and relationship issues. The school will also liaise with parents and external agencies where appropriate, to better assist and support students. The service can be accessed directly by families, students or referred through House Heads.

The school psychologist is a registered practitioner who can provide developmental, cognitive and educational assessments to assist learning, engagement and positive outcomes for students. The school psychologist works in collaboration and consultation with staff, school, parents and other professionals and agencies and can assist with learning plans and educational adjustments. Generally students are referred by teaching staff but parents may contact the school if they wish to arrange a referral.

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. 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, staff, 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.

The school runs a series of Parent Seminars with guest speakers presenting to parents on a range of topics that affect their children. The guest speakers also work with the students and staff ensuring that we are all learning together.

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 work together to enable the young people to develop into confident, competent global citizens with strong values so that they will become valuable contributors to the communities in which they will live.

Research

Research into resilience has its origins in the observation that many people, despite having been exposed to extremely adverse circumstances, maintain high levels of functioning. This has led researchers to not only try to identify those factors that increase risk, likelihood and severity of disorders in people, but also attempt to identify those factors that are protective. Protective factors are those that lessen the risk of a person developing a disorder when exposed to adverse circumstances. A sense of connectedness to school can be the most significant protective factor for young people. Schools can enhance belonging and self-worth (connectedness) when they build caring relationships – offering support, compassion and trust; set high and achievable expectations – offering respect, guidance, affirmation and acknowledgement, building on the strengths of each person; and provide opportunities for participation and contribution – responsibilities, decision-making opportunities, building ownership, interaction and fun.

Our understanding of wellbeing also needs to be contemporary and mindful that an individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time due to changes in personal circumstance as well as community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. Effective educators understand the potential that

wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning, development, relationships and connectedness (belonging).

Research also suggests that student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises how students connect, succeed and thrive. (NSW Department of Education and Communities, 2015)

> … a cultural focus on the external trappings of 'the good life' increases the pressures to meet high, even unrealistic, expectations, and so heightens the risks of failure and disappointment . It leads to an unrelenting need to make the most of one's life, to fashion identity and meaning increasingly from personal achievements and possessions and less from shared cultural traditions and beliefs. It distracts people from what is most important to wellbeing: the quality of relationships…As Goethe warned, things that matter most must never be at the mercy of things that matter least.

A New Narrative of Young People's Health and Wellbeing, Richard Eckersley, 2011

Strategic objectives

The key strategic objectives developed by the Pastoral Committee (Senior Campus) for the successful implementation of the School's Strategic Plan (launched in 2021) related to pastoral care are:

1. Establish a nurturing and caring relationship throughout the school;
2. Enhance a student's resilience, build their connectedness and develop in them the virtues of good character; and
3. Build partnerships with our community.

Key Programmes

At the Senior Campus the priorities of the Pastoral Committee for 2019 will be the ongoing development of the following initiatives:

- Global Learners and Leaders Programme
- Peer Mentoring
- Grade 7 pastoral initiatives
- Tutor periods
- Chapel
- Growth Coaching
- Grade 10 Retreat
- Careers Education (including Futures Week)
- Community Service Learning
- Red Cross Breakfast Club
- Duke of Edinburgh Award
- Sony Christmas Camp
- New Horizons
- Outdoor Education
- Rock and Water (HPE)
- Grade 12 Walkathon
- My School's TV
- Individual House charities
- Collection/analysis of empirical data on student wellbeing and student engagement
- Developing further relationships with key community organisations

Strategies in developing activities

Our understanding of wellbeing needs to be contemporary and mindful that an individual's wellbeing is constantly changing. In developing programmes we must be both contemporary and future focused. The following societal conditions are considered when developing pastoral and wellbeing activities to ensure that our pastoral activities:

- are dynamic and integral to learning;
- focus on attributes and strengths that teach and support young people to grow and learn from challenges and complexities;
- recognises the importance of developing and shaping the character of the individual;
- is multidimensional and interrelated;
- takes into account the context of young people's lives and uses both objective and subjective measures, incorporates the views and perspectives of young people themselves throughout the different stages of development; and
- acknowledge the diversity of contributors to and influences on the wellbeing of young people.

What do we know about our students' concerns and worries?

Students at Launceston Grammar participated in the 2020 Mission Australia survey. With over 20% of the student body responding to this survey, it provided an interesting snapshot into our students' lives.

THE THREE THINGS OUR STUDENTS VALUED MOST
Friendship
Family relationships
Mental health

THE TOP THREE ISSUES CONCERNING OUR STUDENTS
Stress
School or study problems
Mental health

WHEN STUDENTS NEED HELP THEY GO TO:
Friends
Parents
Relatives
Brothers/sisters
Teachers
School Counsellors

Goals for 2021

The pastoral team have identified several goals and areas to focus on in 2021.

1. Cyber safety including:
    - A digital world
    - The teenage brain
    - Identity theft
2. The importance of physical health including:
    - Importance of sleep
    - Importance of diet
    - Importance of physical activity
3. A greater awareness of mental health including:
    - How do I get help?
    - Where do I get help within our community?
4. Parent Education Seminars 2021
    - Parent Seminar Series
        - David Gillespie - Teen Brain
        - Jacqui Bell - Anxiety and Teenagers
        - Steve Bidduplh - Raising Boys/Raising Girls
5. To provide a greater understanding to our student body of what justice, perserverance and gentleness are and how we as a School live these virtues
6. Train staff in restorative justice together with growth coaching and implement a School-wide programme

Challenge topics presented in our Global Learners and Leaders Programme – *Grammar Talks*

In 2021 students will hear presentations from staff around 9 key topics. These topics will see staff of the school present to the student body in the format of a TED Talk, which we have labeled *Grammar Talks*. These talks have been selected by the House Heads as they represent areas of concern raised by the Pastoral Team and also the Mission Australia Survey. These presentations will occur in our Thursday programmes throughout the year.

1. Equity for all
2. The social dilema. Our dilema
3. A COVID world - lessons learned
4. Mental health - who can help
5. Coping with stress and anxiety
6. Speak up even if your voice shakes
7. Inclusiveness
8. Being me
9. Our First Nation's History