



annual report

2021



outstanding learners and leaders

Launceston Church Grammar School is Australia's oldest continually run independent school, giving the gift of outstanding global learners and leaders to this world since 1846.

We inspire our students to be: courageous as they embrace challenges with integrity and justice; curious in exploring and examining the world and all its attributes; creative, discovering and designing solutions for today's and future challenges; and compassionate, seeking and serving the needs of the world.

We are an Anglican co-educational day and boarding community where students are nurtured, challenged and inspired.



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In the 175 years since Launceston Church Grammar School was founded, the world has seen many changes, upheavals and advances. The past couple of years have been no exception as we faced what has been arguably one of the most challenging global crises of this century, certainly one that has impacted every person on the planet.

In Tasmania, we are blessed to have been untouched by extensive lockdowns and tough restrictions in 2021. As a result, we have enjoyed a year of relative stability and continuity, and we have done so mindful of our privilege compared to other parts of Australia. In many ways, life at Launceston Grammar continues to build on the tradition of those who have gone before us. Our students have continued to face the world with curiosity, courage, creativity, and compassion. Our staff have continued to nurture, challenge and inspire. Our community has continued to encourage and support our School to succeed. Our Board has worked to ensure that Launceston Grammar continues to evolve and adapt so that it serves our students, staff and community both now and well into the future.

welcome

We celebrated our 175th anniversary throughout the year, with many events, displays of historic memorabilia and sharing of memories culminating in the Gala Day and Dinner in October. This reflection has served to highlight how much we have to be thankful for.

This Annual Report showcases the many impressive achievements of our staff and students in 2021, and looks to the future as we dream about what the years ahead might hold.

We are proud to be the oldest continuously operating independent

school in Australia, and we are grateful for all those who have gone before us and contributed to making Launceston Grammar the School we know today. We look forward to another 175 years of delivering excellence in education for young learners and leaders who contribute to and shape our dynamic School and world.

Richard Ford, Headmaster
Launceston Church Grammar School

Nigel Bailey, Chair
On behalf of the Launceston Church Grammar School Board



learning

Our Early Learning Centre has been developing a new early childhood philosophy and working to create inspiring learning spaces and incorporate nature play. The benefits of nature play include helping children to develop resilience, to take appropriate risks for their age, to develop their gross and fine motor skills and affinity with nature. The staff see great benefits for physical and mental health and are excited to see how this work will underpin their practice in 2022.

Literacy has been a key focus across all Junior Campus grades. Staff participated in professional learning on the Science of Reading (SoR), an approach that draws on years of research and the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, and neurology. Students had access to Nessy, a structured literacy programme based on SoR principles, as well as a supplementary phonics programme through all grades to improve reading. The School also acquired ten levels of new decodable readers that require children to decode words rather than predict or guess them, which have been used as a powerful learning tool. This focus, combined with the inquiry learning of the International

Baccalaureate Primary Years Programme (IB PYP), gives a clear indication of our belief that inquiry learning and explicit teaching are not mutually exclusive. In every moment of inquiry learning there is the opportunity for explicit teaching, and we want to ensure that the teaching we are doing is evidence-based and of a high standard.

Each grade has further refined the units of inquiry developed by our teachers. Students enjoyed a range of excellent learning experiences, including the Grade 1 light installation and incursion; Grade 4 exploring the inquiry 'Life on Earth is Fragile' by building landscapes to demonstrate erosion; and Grade 5 studying commodities through growing produce, running a harvest stall at the 175th Gala Day and donating the proceeds to the charity, Loaves and Fishes. There has been more intentionally planned learning around Indigenous perspectives and experiences across all grades, in line with Australian Curriculum cross-curriculum priorities on Aboriginal and Torres Strait Islander histories and cultures.

Literacy has also been a focus on the Senior Campus, with Head of English Natalie Stewart undertaking research on literacy at the Senior Campus. The results of her study will inform our teaching practice in the future.

Grade 8-10 students enrolled in the School's unique Aviation programme have enjoyed the use of the new Aviation space, particularly the advanced flight simulator room where students apply the theory they have learned. The subject allows students to explore how Science, Mathematics and Engineering complement each other in the theoretical and practical components of aeronautical engineering. We are pleased to be offering a Grade 11 and 12 VET course through an external provider in 2022 and look forward to seeing students benefit from this new opportunity.

Senior Campus students continued to achieve excellent academic results and successes. Our Grade 10 Science Extension students won top prizes at the UTAS Science and Engineering Investigation Awards in the areas of Physical Sciences, Health and Wellbeing, and Agricultural Science. Laura Winter was awarded the Frank McDonald Memorial Prize, an essay competition that commemorates and preserves the meaning of the ANZAC spirit in the Tasmanian community.



academic achievements 2021



ATAR results

90+

34% of our students
in the top 10%

80+

60% of our students
in the top 20%

University of Tasmania

The University of Tasmania High Achiever Program (HAP) enables high achieving senior students to enrol in university subjects that complement and extend their studies. The following Launceston Grammar students participated in the HAP in 2020 and 2021 achieving a Distinction or High Distinction.

Elizabeth Brown
German 2A

Lily Redburn
Introduction to
German 1A

Sarah Wright
German 2B

5
students achieved
a tertiary score in the
Top 100 in Tasmania



Emily Fryett
School Dux
ATAR 99.35

Launceston Grammar supports our students by offering opportunities to extend beyond academic success and consider

how they can serve and shape the community. In 2021, Emily Fryett embraced all that Grade 12 at Launceston Grammar has to offer, excelling academically with an ATAR of 99.35, making her Dux of the school, while also serving as School Co-Captain and volunteering.

Her time as School Co-Captain honed her leadership skills and set her in good stead for her move to Melbourne for further study. "I have gained confidence and communication skills that will set me up well for my future endeavours."

The opportunities of serving the community through volunteering, fundraising and the annual Walkathon were highlights of Emily's Grade 12 experience. The annual Sony Foundation Christmas Camp, which provides three days of fun and activities for children living with disabilities, was a rewarding experience for Emily. "The experience encouraged me, while I was helping others, to express gratitude and appreciation for the life I have been given."

Emily believes that Launceston Grammar has given her an excellent start as she heads into tertiary study. Building on her favourite TCE subjects, Chemistry and Maths Specialised, Emily is planning to undertake a double degree in Chemical Engineering and Commerce at Monash University. "My education at Launceston Grammar provided me with the foundations for success at University and beyond," she says. "Throughout my TCE years, my teachers nurtured and supported me in my academic endeavours. Launceston Grammar taught me to embrace challenges, and my education has equipped me with the skills and knowledge I need to enter the next chapter in my life."



Stuart Stenton
Proxime Accessit
ATAR 99.3

"Launceston Grammar has encouraged me to use my ability and to work hard in order to achieve excellent final results," Stuart says.

"I had extremely supportive teachers who encouraged me to improve with consistent, quality feedback and one-on-one support, particularly in my two favourite subjects, Physical Sciences and Mathematics Specialised." Stuart has accepted an offer for a Bachelor of Medicine and Bachelor of Surgery at the University of Tasmania in Hobart.

Stuart was busy during his final year at Launceston Grammar, playing cornet in music ensembles and the School production *Carry On*, singing in choirs and a capella groups, and various other co-curricular pursuits on top of his academic load. Learning to juggle multiple commitments while staying on top of his studies was a vital skill to hone. "Grade 12 at Launceston Grammar has taught me the importance of having a balanced lifestyle in order to achieve well academically," he says. "This has set me up well for future studies at university."

He also appreciates that Launceston Grammar does not just expect students to excel academically, but instils in them a desire to contribute to their community. Stuart believes the students benefit from the various volunteering and fundraising opportunities as much as the organisations and causes they support. "Through the many opportunities that Launceston Grammar has given me, I have learnt that there are many ways to give back to the community. The 2021 Walkathon, where I was able to walk 80 kilometres in 24 hours with my fellow classmates to raise over \$70 000 for Cancer Council Tasmania, taught me a great deal about what I am capable of."

External Subjects

The following students achieved High Distinctions in their University of Tasmania or Australian Music Examination Board (AMEB) assessments.

Nicholas Cronin
University of Tasmania
Music Technology Project 2

Liam Fassett
University of Tasmania
Foundation Practical Study
AMEB Fourth Grade (Piano)
AMEB Second Grade (Theory of Music)

Elizabeth Hope
University of Tasmania Object Design

Lily Redburn
University of Tasmania German 1A

Anna Thankan
University of Tasmania Object Design

Sarah Wright
AMEB Second Grade (Theory of Music)
University of Tasmania German 2A
University of Tasmania German 2B

Thomas Wylly
University of Tasmania
Music Technology Project 2
AMEB Fourth Grade (Piano for Leisure)

pastoral care and wellbeing

Our pastoral care focus is on helping our students to become well-rounded and grounded adults, who are equipped to navigate the challenges of a fast-paced and ever-changing world.

Mindful of the conversation in the wider community about understanding consent, the School commenced a partnership with the sexual assault support service, Laurel House. Laurel House ran consent education sessions for students, parents and staff, and this learning dovetailed with the Leadership Lunch featuring Australian of the Year Grace Tame. Grace's visit was particularly compelling, with students inspired by the way she turned her traumatic experience into advocacy for survivors of child sexual assault and became a leader for positive change. These initiatives led the way among Tasmanian schools in helping to shape our community into one that is safe for all.

Our compassionate students worked hard this year to raise funds for organisations including Laurel House, City Mission, and New Horizons. Grade 12 students raised over \$70 000 through the annual Walkathon to support cancer research and services, the largest amount ever received by Cancer Council Tasmania from a single organisation.

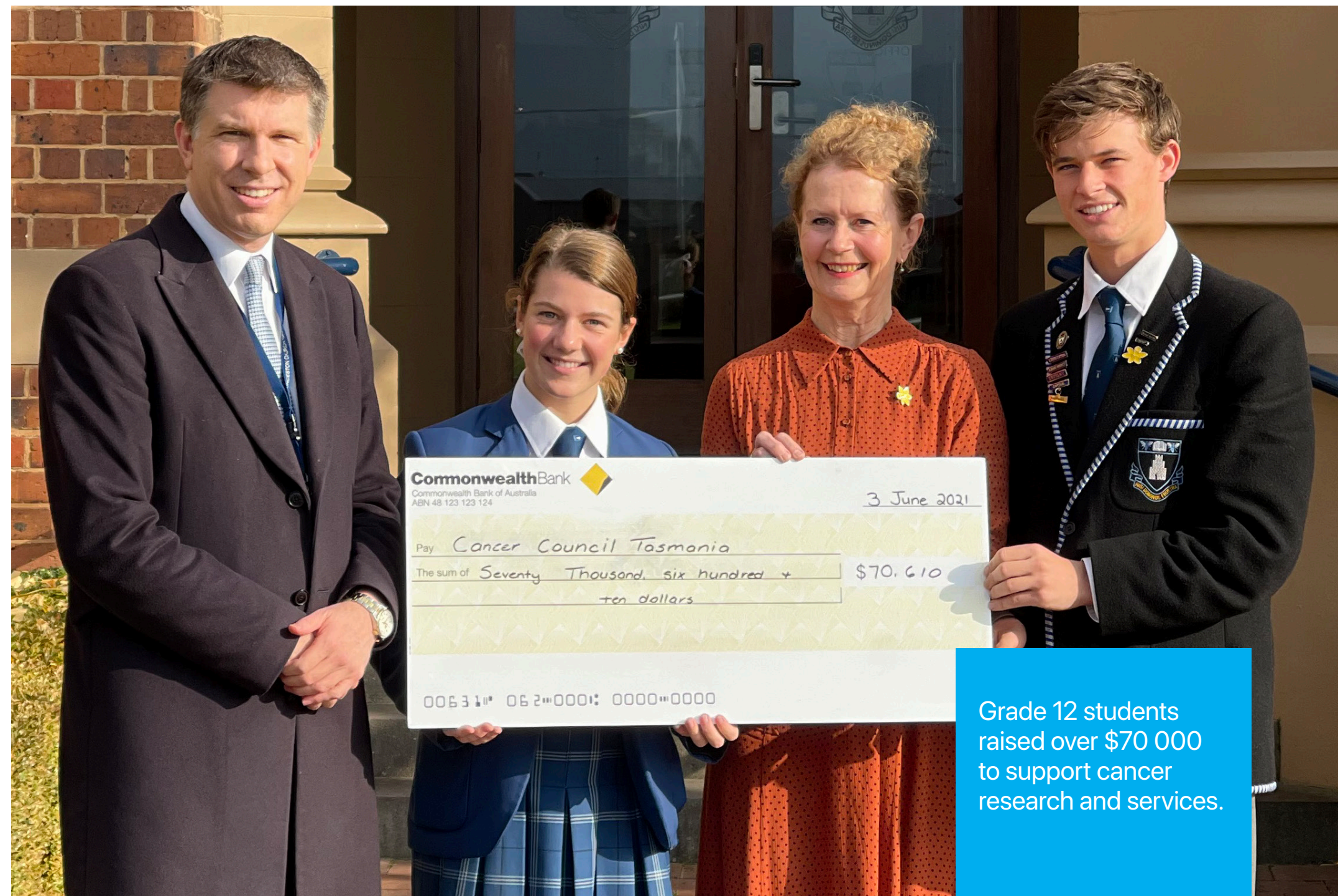
At the Junior Campus, the PYP notion of 'international mindedness' underpins the approach to learning, encouraging students to see themselves as connected to the global community. As just one example, during their unit of inquiry on light, Grade 1 Gleadow did some research on children impacted by a loss of electricity in Vanuatu. They then planned

a fundraiser and worked with their Grade 5 buddy class to make solar lights to send to Vanuatu with the money raised.

The PYP also encourages and equips students to take action on issues that they are passionate about. Students have taken the initiative to raise funds for causes such as the Leukaemia Foundation, the mental health of the farming community through RAW—Rural Alive and Well, and improving Indigenous literacy.

Through service learning initiatives organised by our Chaplains and staff, our students have continued to generously give of their time, volunteering for The Smith Family's Student2Student peer reading programme, the Mowbray Heights Primary School Breakfast Club and supporting young people with disabilities at our New Horizons craft group every Tuesday. Students have also volunteered at various charity functions, including the Care for Africa fundraising ball and a breakfast seminar for Reconciliation Tasmania, as well as doing individual service work in the community, from op shop volunteering to coaching sports teams.

Of course, some service learning almost goes unnoticed, though its impact is felt. We are proud of our students and their generous acts of kindness — the gentle word, the friendly gesture, the inclusion of those who would otherwise sense isolation. Launceston Grammar students will always be encouraged to use their resources, education and privilege in service of others.



Grade 12 students raised over \$70 000 to support cancer research and services.



beyond the classroom

Our Outdoor Education team continues to develop and deliver outstanding experiences for our students in Tasmania's stunning natural environments.

Through the Outdoor Education programme and with the encouragement and support they receive from staff and fellow students, Launceston Grammar students conquer some of their biggest fears on camp, such as embracing the challenge of a 30-metre abseil, or white-water kayaking. Our signature Grade 7 camps at Hanleth and Maria Island once again helped to knit together a strong cohort, as they faced new challenges, particularly rain and wind on Maria, and overcame obstacles together.

The Sport programme and the Health and Physical Education (HPE) curriculum worked to complement each other this year, providing greater learning outcomes for our students and enhanced

performance of our senior sports teams. Students benefited from new programmes focusing on cardiovascular fitness, aquatic skills development in our 25m pool, and strength and conditioning work in our state of the art Fitness and High-performance Centre.

There has been a high level of participation in sport across the board, with many teams reaching and winning finals, and individual students being selected for State teams in their chosen sport. We continued to have success at the top level across many sports, including being named Champion School as a result of the rowing students' performances throughout the 2021 Tasmanian Club State Pennant series; 1sts Grade 9/10 Netball winning their premiership; and the 1st Girls Soccer team winning the NSATIS premiership and going on to be named the SATIS State Soccer Premiers for the third year in a row. There are many more sporting

achievements than can be listed here, and we are proud of all our students who have demonstrated courage and perseverance through participation in these activities beyond the classroom.

Junior Campus students have also enjoyed many opportunities to learn and explore beyond the classroom. The new Taekwondo programme proved popular, with enthusiastic attendance at the after school sessions based on the Hoju Martial Arts Early Development Programme. The programme aims to optimise child development in areas including gross and fine motor physical development; cognitive functioning and receptive and expressive language; social skills, emotion regulation, behaviour and attention; learning and school related difficulties; and mental health, confidence and self-esteem.

Grade 5 students were challenged at their Term 4 camp in Ulverstone, developing their problem solving and teamwork skills as they completed outdoor challenge course experiences and team rescue scenarios. They also explored taking risks in a controlled environment with activities like a giant swing and a zip line.

The Early Learning-Grade 2 Sports Picnic Day was again a great success, with students participating in a range of athletics events. Grade 6 students helped out on the day, some even running with our youngest students to help them cross the finish line. This event is always a beautiful example of the kindness and compassion demonstrated by our Junior Campus students.



facilities

Ahead of the release of the Master Plan, we continued to refresh and enhance existing spaces, giving our current students the best possible environments for learning. Notable improvements include:

Senior Campus Learning Hub

- a welcoming arrival area.
- additional study space.
- fiction area with soft furnishings and river views.
- dedicated teaching and research space.
- a more visible and accessible Careers Office.
- enclosed photocopy and IT areas.

Aviation space at the Senior Campus

- dedicated plane-building workshop.
- flight simulator room for aviation classes.

The Sir Gordon Rolph Memorial Pavilion

- change rooms now lead on to separate toilets and showers for each team.
- separate visitor toilets.
- a scorer's table crafted from the historic floorboards.

Junior Campus land acquisition

- 5 000 square metre parcel of land on the Campus's western boundary.
- more green areas and learning spaces to enhance student mental and physical health.



Architect's impression of Academic Street.



Architect's impression of Science Courtyard.

staff

We value our staff team highly and want to see them grow and develop in their own teaching practice and personal fulfilment. We introduced a Staff Leadership Development programme during the year, with input from staff leaders. One of our newly established Excellence Teams is focused on how to further develop staff professional goal setting.

All Junior Campus teachers are now authorised International Baccalaureate World School teachers. They can now access a range of IB professional learning

opportunities that truly fosters a global perspective as our teachers undergo their professional learning with other educators worldwide.

17 teachers and learning assistants at the Junior Campus completed Yoshimoto Orton-Gillingham (OG) training in 2021. OG is a data-driven, multi-sensory, systematic, structured and explicit solution for teaching reading and the early foundations of writing. The Orton-Gillingham training was offered to educators from other schools as well as our own staff, and we look forward to

more of these inter-school professional learning opportunities in the future, in line with our Strategic Plan.

In the middle of the year, we conducted a brief 'pulse' survey with staff to check in on the progress of the two-year cultural change programme we commenced in late 2020. We were pleased to note in the responses from staff that most of the initial areas we prioritised (such as leadership, communication, vision and professional learning) showed improvement in 43 of the 54 areas measured. This gives us confidence that we are on the right path.



staff qualifications

teachers

Doctorate	Master Degree	Graduate Diploma
6	25	14
Bachelor Degree	Associate Diploma	Graduate Certificate
122	4	7
Diploma	Tasmanian Teaching Certificate	Certificate
29	13	18

general staff

Doctorate	Master Degree	Graduate Diploma
2	12	2
Bachelor Degree	Graduate Certificate	Associate Diploma
40	1	3
Diploma	Certificate	Associate Degree
15	62	1

staff professional learning:



Youth Mental Health First Aid training for staff



La Trobe University course on the science of language and reading

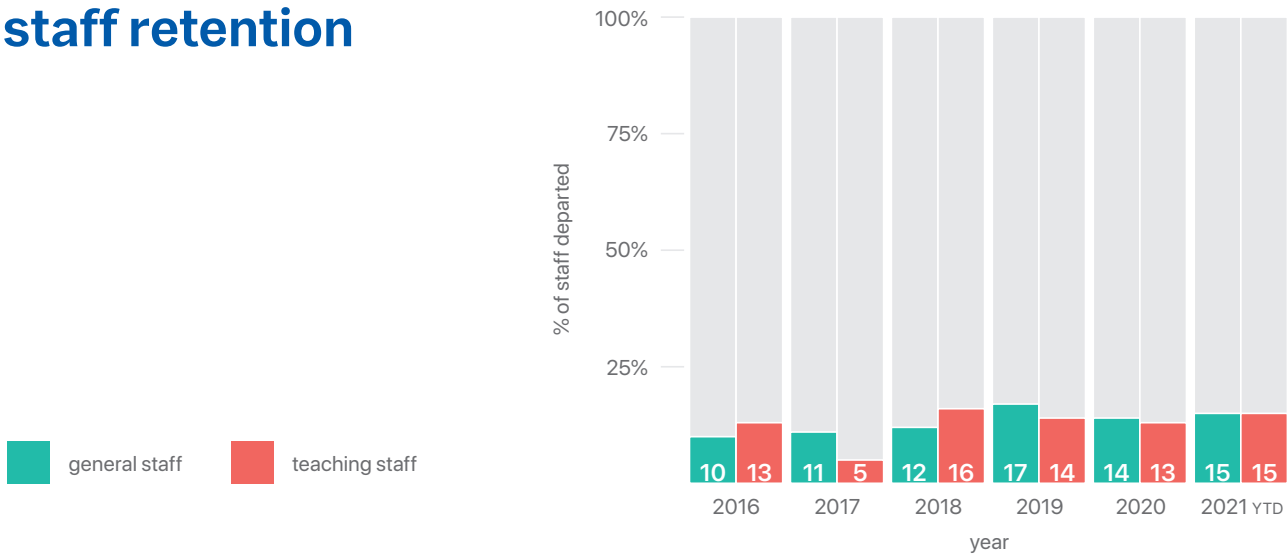


Harvard University thinking routines and leadership courses



Highly Accomplished and Lead Teacher pilot programme

staff retention





community

We have relished every opportunity throughout the year to gather together and celebrate what makes our community unique. Events such as Fun Food Fest the Mother's and Father's Day breakfasts and our 175 Gala Day and Dinner were well attended.

The new Parent Grade Representative programme enabled a clearer channel of communication between the School and parents, and fostered greater community participation in the life of the School. Our parent representatives have been invited to ask questions and make suggestions to further improve our School. Grade level events have been well planned and attended, building the Launceston Grammar sense of community and connection.

The Launceston Learning Festival once again welcomed expert workshop leaders and students from all over Launceston to experience our Senior Campus with a day of learning and fun. Two of our Grade 12 students also led workshops for the first time, on craft and repurposing objects into art.

The Senior Campus hosted a series of Leadership Lunches for students, alumni and parents in the Launceston Grammar community. The guest speakers were entrepreneur and alumnus Errol Stewart, and 2021 Australian of the Year Grace Tame.

Our Peter Sculthorpe Alumnus Award recipient for 2021 was Pip Courtney, the multi-award-winning journalist and

presenter of ABC Television's *Landline*. Pip returned to the School to be interviewed at assembly and to emcee the 175 Gala Dinner.

Our Drama and Dance wall of fame also expanded in 2021 to include two more alumni, Kate Morris and Martin Brown. Kate Morris is the co-founder of Adore Beauty which in 2020 was listed on the ASX (ASX:ABY), setting a record for the largest ever IPO with a female founder and CEO. Academy Award nominee Martin Brown was the producer of *Moulin Rouge*, co-producer of *Romeo + Juliet* and art director of *Strictly Ballroom*. Kate and Martin's outstanding accomplishments are an inspiration to our students and a reminder of the endless possibilities that lie ahead for our students.



governance

Registrations and Accreditations

During the year, the School not only achieved IB PYP Authorisation but also renewed its registration with the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and registration as a non-government school. These external processes involved many hours of work by staff to collate documents demonstrating fulfilment of vast criteria. One advantage of these processes all occurring in the same year is that it will give us a clear snapshot of where the School is at in terms of the standard of education we offer, and clear markers in terms of how we can continue to improve.

Master Plan

Throughout 2021 the Master Plan Committee worked with architects and key stakeholders to plan and design contemporary learning spaces, seeking to also honour the historic buildings which have served us well for generations. The Senior Campus component of the Master Plan is nearing completion, with the Junior Campus component to be completed in the first half of 2022.

Strategic Plan

Launceston Grammar released its Strategic Plan for 2021-2026. Updates on the achievement of measures in the Plan will occur throughout each year, with a summation provided in each year's Annual Report (see pages 20 and 21). Five staff Excellence Teams were formed to ensure the School achieves the specific measurables detailed in the Strategic Plan. We would like to highlight two examples of work being undertaken by these teams.

The Environment Management Plan being developed by the Environmental Management Excellence Team will have a noticeable impact on our School. It aims to address the School's sustainability and ongoing impact on the environment through measures such as reducing

food waste, investigating the installation of Food Organics and Garden Organics (FOGO) bins, improving recycling, and reducing paper use and wastage.

The Reconciliation Action Plan (RAP) currently being developed will assist our School to embed the principles and purpose of reconciliation, in keeping with the protocols and practices of Reconciliation Australia, Reconciliation Tasmania and Narra Guna Wali – Reconciliation in Education. Our RAP framework aims to build relationships, foster respect and create opportunities for further improvement, and will include practical actions to promote reconciliation in the classroom, around the School and within the community.



The Junior Campus land acquisition will see its footprint increase by more than half of its current land size.

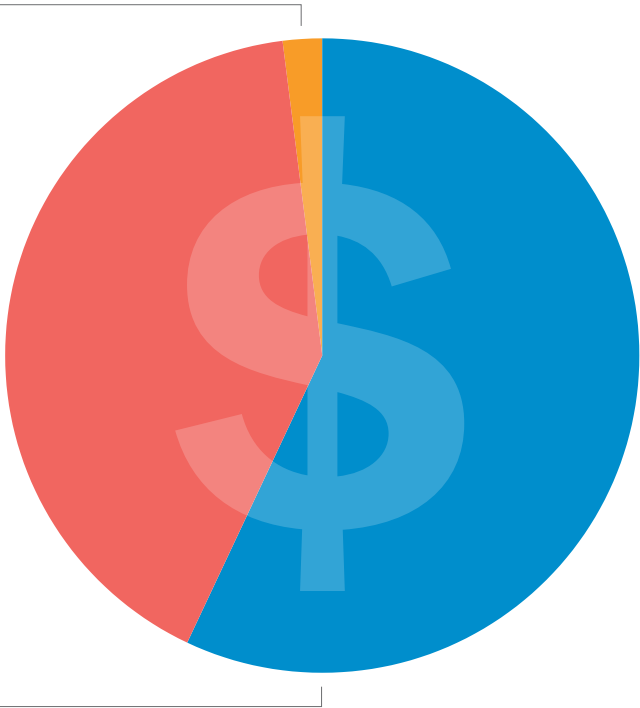
the launceston grammar dollar

To best illustrate how our school functions financially we have expressed this in terms of the 'Launceston Grammar Dollar'. Where that dollar comes from and how it is spent.

How do we earn a Launceston Grammar Dollar*?

Our revenue comes from two main sources, namely, school tuition fees and Government grants.

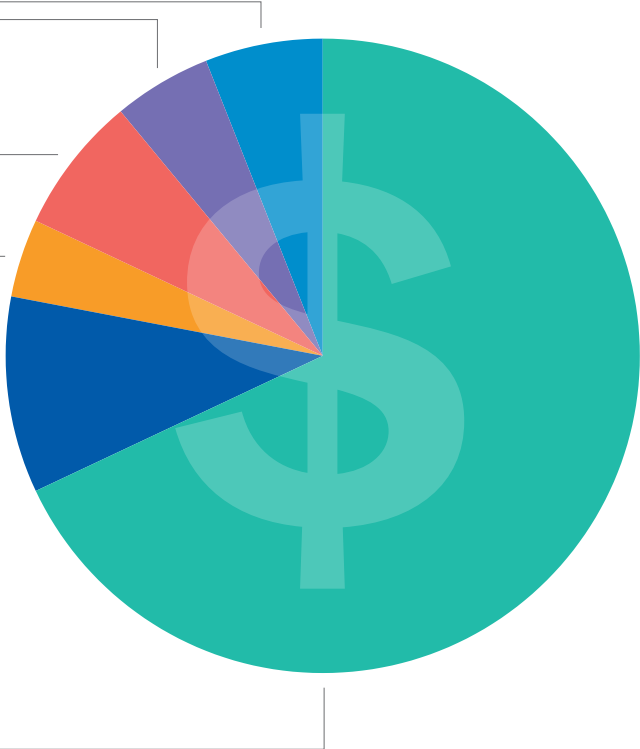
- Sundry Income 2¢
- Government Grants 43¢
- Tuition Fees 55¢



How do we spend a Launceston Grammar Dollar*?

Our expenditure consists of remunerating and providing for the needs of our staff, maintaining our facilities, meeting the general needs of operating and administering the school. Any surplus funds we are able to generate are then applied to investing in the school's future wellbeing.

- Sundry 6¢
- Future Wellbeing 5¢
- Teaching Support 7¢
- Administration 4¢
- Property Costs 10¢
- Employee Remuneration 68¢



*figures unaudited

strategic plan 2021-2026

The 2021-2026 Launceston Church Grammar School Strategic Plan is focused on investing in our people, resources and systems in order to continuously improve the School’s provision of excellent education and opportunities.

our people

- 1. To provide holistic, excellent educational opportunities in a nurturing, challenging and inspiring environment.
- 2. To facilitate a constructive culture, encouraging an environment of continuous improvement and learning.
- 3. To equip our people with the skills to adapt to a rapidly changing world.
- 4. To strengthen belonging and involvement across the School community and beyond.

our resources

- 5. To prioritise and manage business development activities through the responsible use of our resources.
- 6. To embed socially, ethically, and environmentally, responsible practice in the School’s decision making.

our systems

- 7. To be agile and progressive, advancing our systems and technology platforms.
- The following table details some of this year’s achievements from the School’s Strategic Plan 2021-2026.

our people

2021 achievements

- Mental Health First Aid Australia recognised the School as a Gold level Skilled Workplace in June 2021.
- A two-year staff leadership development programme was established.
- Highly regarded professional learning opportunities for staff and the wider community were hosted with courses offered focusing on Orton Gillingham’s structured literacy approach and nature play.

- International Baccalaureate Primary Years Programme authorisation was gained in June 2021.
- A Parent Grade Representative programme was established with one or more social events held for each grade thanks to a team of parent volunteers.
- A Reconciliation Action Plan team was formed to develop a plan for launch in 2022.

priority areas for the future

- Development and implementation of an Academic Care Framework.
- Embedding of the Cultivate Programme, including the appointment of a Cultivate Coordinator.
- Growth in student and staff goal setting.
- Literacy and numeracy intervention designed using student data.
- Development and implementation of a Digital Wisdom programme.
- Establishment of Regional Alumni Representative programme.
- Increased student participation in service learning within the community.
- Implementation of a Reconciliation Action Plan.

our resources

2021 achievements

- Over 5000 square metres of land was acquired to provide increased access to green space at Junior Campus.
- A Master Plan was developed for the Senior Campus and is being prepared for the Junior Campus.
- Policies for Safeguarding Children Accreditation through the Australian Childhood Foundation were prepared and successfully implemented.
- A team was formed to develop a School Environment Management Plan, informed by stakeholder input, for launch in 2022.
- CompliSpace School Governance was implemented and risk management practices updated.

priority areas for the future

- Landscaping of acquired green space at the Junior Campus.
- Development of the Junior Campus Master Plan and detailed design work for the initial stage of the Senior Campus Master Plan.
- Achievement of Safeguarding Children Accreditation.
- Environment Management Plan developed and implemented.

our systems

2021 achievements

- A new student and parent portal to streamline communication and delivery of curriculum was selected with a staged rollout planned for 2022.
- Preliminary research was done into software that will enhance the enrolment process, including improving communication with prospective families.
- Improvements to network and data security and a move to better utilising cloud-based services.

priority areas for the future

- Implementation of the new student and parent portal.
- Development and implementation of Educational Information Technology Plan.

You can read the Strategic Plan in detail at:

www.lcgs.tas.edu.au/strategic-plan-2021-2026



CELEBRATING
175
YEARS
1846 – 2021

Tasmania, Australia
lgs.tas.edu.au

CRICOS Number 00650K