

The Thrill of Adventure

Launceston Grammar's Outdoor Education programme has an enviable reputation; offering a unique Tasmanian experience which fosters a life-long interest in the natural environment. The School capitalises on magnificent locations of natural beauty with bushwalking, rock climbing, whitewater and sea kayaking, mountain biking, and many other opportunities designed to awaken the thrill of adventure for our Grades 7 to 12.

Grade 7

Hanleth

A four-day introductory trip to the property 'Hanleth' in the Fingal Valley. The experience takes place in the second week of Term One, an important bonding time for students. Activities are designed to give students the opportunity to get to know their teachers and peers and begin to form friendship groups. Students are also introduced to outdoor skills relevant to future Outdoor Education programmes run by the School.

Maria Island

With its pristine landscapes, abundance of flora and fauna, and rich Indigenous and European history, Maria Island on the East Coast of Tasmania is perfectly suited for an extended outdoor experience. The camp has a tradition of 60 years of bringing students, teachers, parents and the Outdoor Education team together, providing opportunities to develop personal and group skills and resilience. The experience also aims to foster aspects of teamwork and develop an awareness of, and appreciation for, the natural environment.

Grade 8

Freycinet National Park

Students venture to Freycinet National Park in small groups to undertake a week of activities including bushwalking, bivouacking and rock climbing. Students accept challenges and devise strategies to maximise their opportunities for success. The camp aims to foster resilience and interdependence in an outdoor setting. Some aspects are physically, socially and/or emotionally challenging, with students required to engage and communicate effectively with others and use initiative and decision making to achieve individual and group objectives.



Grade 9

Mount Cameron

Lasting nine days, the Mount Cameron experience is the longest on the School's Outdoor Education calendar. This journey-based trip combines the skills learnt on previous Outdoor Education experiences with new skills such as kayaking and mountain bike riding. The trip also aims to connect with Tasmania's rich Indigenous history in the most authentic way possible. Students are given a range of challenges as they make their way through the area in small groups. Challenges include having to navigate off the track to find a camp site, starting a fire to cook a meal using flint, and building a raft out of rudimentary materials to cross a lake.

Grade 10

Expeditions

The last of the compulsory Outdoor Education adventures, students are expected to capitalise on their previous experiences so that they are entirely independent and self-sufficient. They are given a range of options and elect which expedition they would like to attend. Past expeditions have included: whitewater rafting on the Huon River; sea kayaking on the Gordon River; bushwalking on the Overland Track; and a north east bike tour and completing sections of the Tasmanian Trail. All trips are exciting, fun and adventurous, with most taking place in remote areas.

Grades 11 and 12

Outdoor Education

Outdoor Education (EXP215113) is an elective course with a complexity level of TQA 2. The commitment to this course is approximately 150 hours of work, with most of these hours spent 'in the field' on camp. The course is designed to foster the development of independence and self-sufficiency with the context of outdoor recreational activities. All trips are scheduled during the school holidays, with students able to attend a minimum of three school camps over a two-year timeframe.

Outdoor Leadership

Outdoor Leadership (EXP315113) has a complexity level of TQA 3 and contributes to the calculation of Australian Tertiary Admission Ranks (ATAR). The commitment to this course is approximately 150 hours of work, combining field work with timetabled classes to cover the practical and theoretical elements of the course. Students are encouraged to develop an understanding of self, use effective leadership techniques, develop a positive relationship with others and the natural environment, and build responsibility for its care and conservation. This knowledge empowers students to become aspirational leaders and learners in a global community.

