

Launceston Church Grammar School
NURTURE
CHALLENGE
INSPIRE



FOUNDED 1846



2006

School Report





1 Staff Attendance

97.6%

2 Staff Retention

Launceston Church Grammar School has a very stable teaching staff with many committing to the school over a substantial number of years.

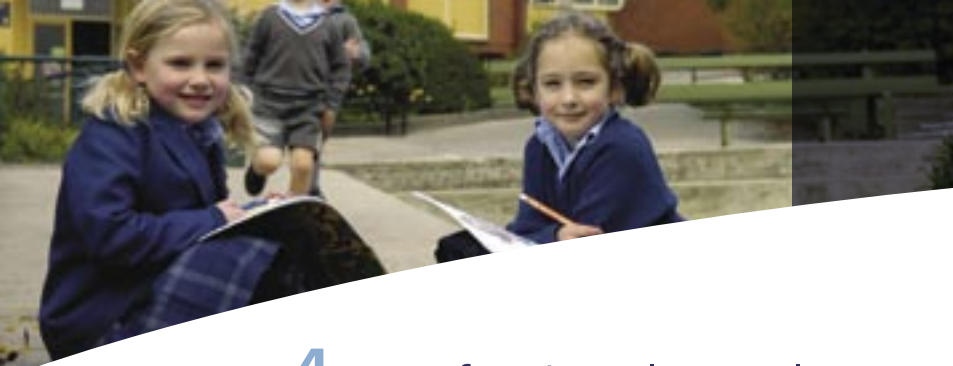
In the course of 2006, of a full time equivalent staff of 72.8 from grades P-12, 4.2 full time equivalent staff left the employ of the school, the proportion this represents being 6.0%.

Retention rate for teaching staff, P to 12 in 2006 was, therefore, 94%.

3 Teacher Qualifications

Master Degrees	11
Bachelor Degrees	85
Graduate Diplomas	9
Advanced Diplomas	1
Diplomas	42
Certificates	38

Please note some teachers have multiple qualifications



4 Professional Development

A total of 9 days were set aside for a combination of professional development and planning, during this time, all teachers undertook an equivalent of 3 days professional development.

In addition individual teachers undertook further development through formal training, and attendance at workshops, seminars and conferences. The School paid a total of \$92,196 towards costs with individuals making up the balance.

The average expenditure per teacher on professional development was \$1072

5 Student Attendance

92%

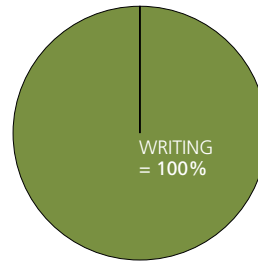
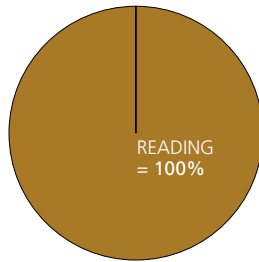
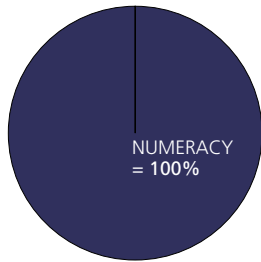
Daily class attendances and these exclude camps, work experience and other authorised school activities



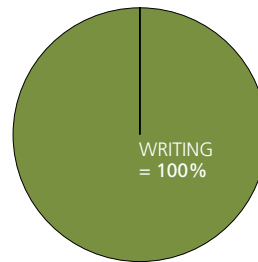
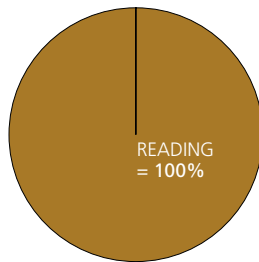
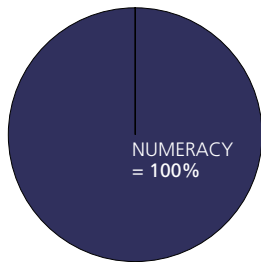
6 Benchmarks

Students achieving the national benchmarks:

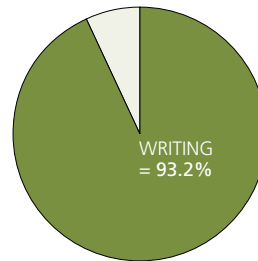
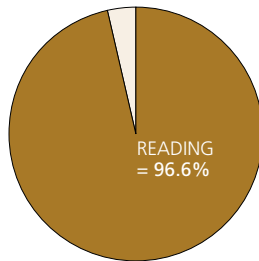
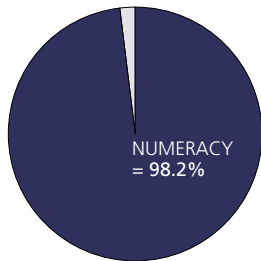
Year 3



Year 5



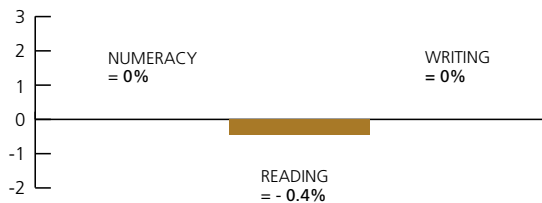
Year 7



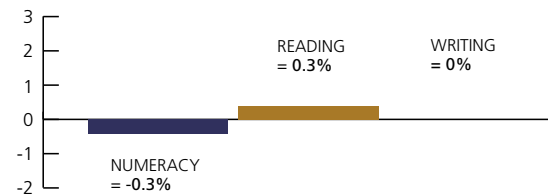


7 Changes in Benchmark from 2005 to 2006

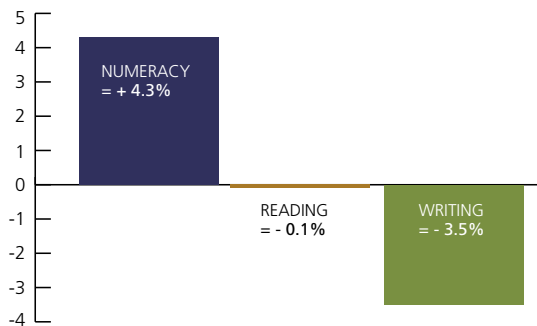
Year 3



Year 5



Year 7





8 Value Added Measures

NURTURE
CHALLENGE
INSPIRE

All of our programmes at Launceston Church Grammar School are underpinned by the triple pronged focus of nurture, challenge and inspiration. Our students are challenged to grow into the people they are capable of being in every dimension of their existence, as set out in our Mission Statement:

MISSION STATEMENT

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

We nurture the academic, cultural, physical, social, and spiritual dimensions of each child in our care.

We seek to provide an environment in which students are challenged to become the men and women they are capable of being: confident, creative, self-reliant, thoughtful, sensitive to the needs of others. They will be keen to take on new challenges; feel a strong sense of responsibility for their community; and learn to make decisions for themselves and to act with integrity.

We encourage our students to think deeply about their world and the part they can play in making it a better place.



Our school is a community of high expectations where a reciprocity of expectations between parents, students and staff sets the scene for students achieving highly as well as developing emotional resilience and concern for others.

SPECIFIC AREAS OF VALUE-ADDING

SECTIONS:

1. Curriculum
2. Pastoral Support
3. Extra-curricular
4. Outdoor Education
5. Teamwork
6. Leadership
7. Community Service
8. Spiritual development
9. Pastoral Pathway Planning

1. Curriculum:

Individual and small group support for high needs and ESL students.

- extension programmes for gifted students.
- enrichment programme for all students
- major team based projects
- emphasis on parent contact and involvement
- after school tutoring and support available 4 afternoons per week
- independent research opportunities
- programmes which extend beyond the classroom



2. Pastoral support:

In the secondary school, for their first (Grade 7) year, students have a closely monitored and structured transitional year during which they are cared for by their class teacher and Grade Co-ordinator.

From Grades 8 to 12 students are looked after by their House Head and Tutor. Their Tutor meets with them at least once every day, at the start of the day; monitors their progress and well-being; and is the first point of contact for subject teachers or parents if there are any concerns about the student. The House Head has overall responsibility for the student's welfare and liaises closely with the Pastoral Dean who co-ordinates the full school Support Programme. The Pastoral Dean in turn will refer students to the School Counsellor or to outside agencies for additional support as need dictates.

Each student in Grades 7 to 9 also has at least one older student who is designated as their peer supporter to look out for their welfare. Students in Grades 10 to 12 are invited to participate in this support programme and a majority do. School prefects also have specific responsibility for particular grades in the school, so there is an interlocking network of monitoring and support.

3. Extra-curricular:

Every student in the school is involved in at least two extra-curricular activities. Students choose from a wide range of sporting and cultural activities and many will involve themselves in three or four or more. Every student is involved in at least one sporting activity.

In the **Sports** arena there are 17 sports on offer and through these students learn commitment, teamwork, working towards a goal and emotional resilience, as well as developing physical fitness and strong social bonds. Students in a sports team will usually train after school two afternoons per week and play their matches on the weekend.

In the cultural domain students have a myriad of choices in the performing arts domain with the **Music** Academy's orchestras, concert bands, stage bands, musical ensembles



and various choirs offering learning and performance opportunities, as well as individual performance at soirees, concerts and Assemblies. Students also have an opportunity to tour with the music groups.

In the **Drama** area, there are productions large and small, ranging from a major, full-school production, to individual performances in competitions. Those wishing to simply work on their skills can attend the weekly Drama Club.

Drama develops communication, co-operation and confidence as well as the more obvious aspect of specific skills. There is a **Dance** stream within the Drama programme.

All students in Grades 7 to 10 participate in **Public Speaking** and **Debating** and many go on to represent their school in these activities. There is specific extension of these activities into community involvement with **United Nations Youth Assembly** at various levels and **Youth Parliament**. These are voluntary but popular activities with Grade 11 and 12 students.

In the **Visual Arts** students can explore a wide range of media both traditional and modern, including electronic media. Programmes are designed to encourage and inspire creativity and individual expression.

There are also programmes in **Future Problem Solving**, **Tournament of Minds** and **Chess**, all of which are designed to add further intellectual challenge beyond the mainstream academic programme of the school.

4. Outdoor Education:

The school has an extensive outdoor education programme involving all students in Grades 7 to 10 and students who choose the programme in Grades 11 and 12. Students develop skills in co-operative teamwork, planning and initiative, as well as physical fitness, respect for the environment, and awareness of their spiritual universe.

Students in **Grade 7** undertake two camps. The first is a bonding experience for four days in the second week of their school year. Barriers are broken down and students learn to think of themselves as part of the caring/sharing community of their grade.



The second, lasting 7 days, occurs late in the year and, as the longest camp they will undertake in their time in the school, carries a real sense of adventure and endurance, cements the bonding experience for the year, and remains for most one of the fondest memories of their time in the school. Parents also have the opportunity to participate in part of this camp.

Grade 8 students camp for 5 days with an emphasis on both group-work and individual challenging and overcoming their fears.

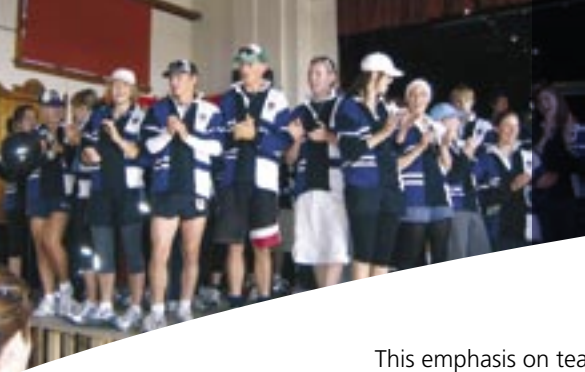
Grade 9 students undertake 3 camps: East-side camp - a group challenge of initiative, planning, endurance and team-work - 6 days West-side camp - an experience of aboriginal culture, ecology and environmental awareness, and community service - 5 days; and an end of year camp - Aquatic, Environmental and History experiences - full grade away together - 5 days.

Grade 10 students have an outdoor education challenge of 5 days in which groups choose, plan and implement a negotiated trip of their choice, and a Retreat for 4 days in which they reflect on themselves, their growth towards manhood and womanhood, and their place in the universe.

Grade 11 and 12 students have the opportunity to undertake a course in Adventure Education which is primarily based on multi-day trips which are scheduled in school vacation periods, or to participate in trips on a more informal basis under the auspices of the St Vikings Club.

5. Teamwork:

Throughout the sporting, the cultural and the outdoor programme, as well as in the academic and pastoral programme, there is an emphasis on teamwork. Students learn to work together with others to achieve shared goals. They learn to plan collaboratively, to think ahead, to work co-operatively, and to reflect on what they have achieved and the process they used to achieve it.



This emphasis on teamwork also helps to build emotional resilience and inner strength. Students learn to look out for each other and to experience the value of being part of a community who are supporting each other.

6. Leadership:

The emphasis on team-based activities allows for a multitude of opportunities to experience and learn the skills and mental approaches of leadership. Students in the Junior School have formal training in leadership, with a particular emphasis on this in Grades 5 and 6. Informal training in leadership continues in Grade 7 with classes, sports teams and some cultural activities. By Grades 9 and 10 students are involved in coaching younger students as well as leading groups of their peers in sports, cultural activities, outdoor education, and community service. This trend is further strengthened in Grades 11 and 12 when many students have formal, officially recognised leadership positions. Every student in Grades 10 to 12 has the opportunity to learn leadership skills within the context of the peer mentoring programme.

7. Community Service:

All students learn the value of service to the community. In the early grades students learn from their observation of the seniors, and from participating in fund-raising ventures on behalf of identified projects. They also learn to work together for the benefit of their own (school) community.

Students in **Grade 9** have a full grade community service activity where they assist in environmental activity within a national park context. They learn explicit lessons about the importance of working for the community, as well as experiencing the satisfaction of having done something of lasting benefit.

Students in **Grade 10** undertake individual service within their local communities, co-ordinated and assisted by the school. Students are encouraged to continue this community service into **Grades 11 and 12**.



Students in **Grade 12** undertake a massive community service exercise which is also a personal challenge to which students look forward with both excited and anxious expectations from the early years of school.

The Grade 12 Walkathon is held on the eve of Easter, with students walking 80 kilometers in a 24 hour period in order to raise funds for particular charities which they have selected as a group – usually one local charity and one overseas. In recent years students have raised around \$20,000 for their chosen charities. Along the way they have learnt much about themselves and the nature of struggle and sacrifice. In the middle of the night students are learning key lessons about the value of community.

The experience and lessons of the Walkathon are built into the culture of the school with the whole school gathering to cheer the walkers on their way and to welcome them back.

Judging by the conversations of former students, for many of them the Walkathon is the single most significant event in their time in the school.

8. Spiritual Development:

Launceston Church Grammar School emphasises spiritual development as a very significant aspect of the overall development of the young person. This occurs through:

- the chapel programme
- the Christian Studies and Citizenship programme
- the West-side experience
- the Retreat
- the Walkathon
- the Outdoor Education programme
- the pastoral programme
- the overall ethos of the school



All students participate in Chapel worship once per week. Services are in the Anglican tradition but range widely within that from traditional to very modern.

As well as participating in corporate activity students are challenged to think about the relevance of God in their lives.

- With Christian Studies and, later (Grades 9 and 10) **Religious Studies** and **Ethics**, students learn about the religious traditions which underlay the notion of spirituality.
- Grade 10 introduces both comparative religions and an emphasis on thinking about their own spiritual nature within the context both of their developing person and of the universe. A sense of the numinous is central to this.
- In Grades 11 and 12 students continue to participate in – and in many places, to lead – the Chapel programme but almost certainly the most significant spiritual experience for them in this year is the **Walkathon**, described above, in which many learn much about the limits as well as the possibilities of the human spirit when confronted by challenging circumstances, and the ways in which people can assist each other to rise above their limitations and personal pain.
- The **Outdoor Education** programme helps to develop in students that same sense of awe at the wonder and beauty of the universe referred to above. Students are encouraged to be still and feel the immensity of God's creation.

Students develop a sense of their own potential as they confront challenges which often seem to them to be at the limit of what they can handle.

- The **Pastoral Programme** is designed to emphasise the value and the responsibility of each individual student as well as the part they can play in contributing to the community. There is frequent reference to Jesus' commands to love one another and do unto others as we would have them do unto us.
- All of the specific things referred to above create a school ethos which is one of caring community. As we learn the value and the extent of our own spirituality we learn to appreciate the part we can play in the overall fabric of the community.



9. Personal Pathway Planning:

Throughout the programme there is an emphasis on students thinking about where they are heading and what their goals are. This starts very early in the junior school but becomes increasingly formalised and significant as students move into the senior grades. From Grade 7 on students are assisted to think about significant choices in terms of the activities and subjects they will undertake, to reflect on what they have achieved, and to plan for the future.

In Grade 9 they begin some detailed analysis of their skills, aptitudes and interest for future careers and this leads in to the planning of their Work Shadowing experiences in Grade 10 (of which most students have two). In Grade 10 also, within the Citizenship programme, they look at how to make life choices and what their privileges and responsibilities as citizens will be.

Through Grades 11 and 12 all students have individual planning sessions with the Careers Counsellor to help them formulate their short term choices and long term plans.

10. Conclusion:

Throughout their school programme students are nurtured in every aspect of their development, intellectual, emotional, physical, spiritual, aesthetic. They are challenged to be the best people they can be, to be committed, active citizens. They are inspired by the almost infinite possibilities which lie before them and the opportunities to make a positive difference in their world.

And when they have left school, we follow their careers and their lives with interest as they go on to play positive roles in their communities. They go out from us confidently and in the knowledge that they have our ongoing support as they live out the possibilities opened up for them.

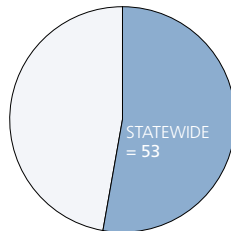
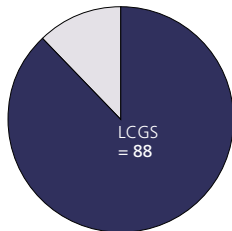


9 Average standardised assessment results for year 9 - year 10 students

Information not available in 2006.

10 Senior Secondary Outcomes

Achieved TER

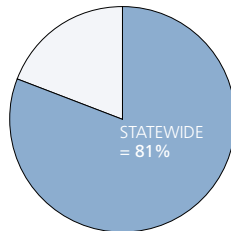
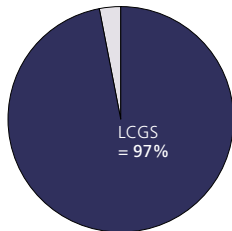


Median TER

	TER
LCGS	87.4
Statewide	78.5

30% of students scored in top 10% nationally
Over half of students scored in top 15% nationally

Satisfactorily completed at least 1 level 5 TCE subject



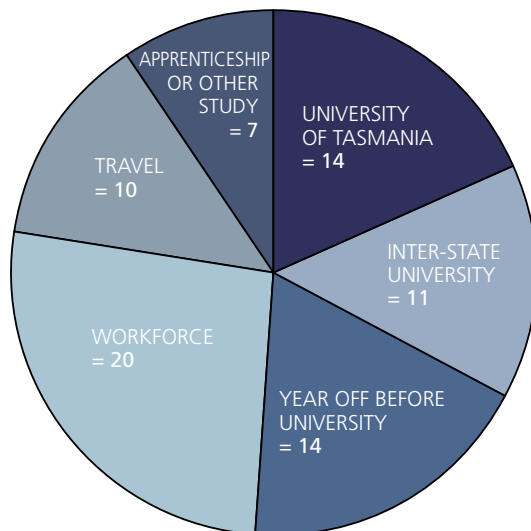
*TER - Tertiary Entrance Rank



11 Proportion of year 9 students retained until year 12 at Grammar

80 students were enrolled in Year 9 (2003)
73 students completed Year 12 in 2006
10 new students enrolled since 2003 and completed Grade 12
17 students chose alternative pathways

12 Post year 12 destination categories



There is some overlap between categories of "Year off" and either "Travel" or "Workforce"



13 Parent Satisfaction Survey

In response to our online survey sent to a representative sample of past parents, just under 15% replied with approximately half being familiar with both the senior and the junior school. All rated the overall performance of the school as either excellent or good with nearly three quarters indicating Excellent. Over 90% would recommend Grammar to a friend. Key themes to emerge were quality of education, the feeling of well being at the school, the range of opportunities for students, the level of support students received, and the dedication of staff.

14 Student Satisfaction Survey

The school conducted an exit survey with Grade 12 leavers in 2006. 30% of the group chose to report, with responses overall very positive. All but one indicated that Grade 12 had been a good year for them and that they would recommend the school to friends and relatives.

Particular positives were the leadership opportunities, the wide range of experiences, the friendships and the happiness of the school.



15 Teacher Satisfaction Survey

In December 2006 a 27 question survey was conducted with teaching staff to measure Teacher Satisfaction. This indicated a very high level of satisfaction amongst staff. Senior Management staff continue to work to address opportunities for improvement.



FOUNDED 1846

Launceston Church Grammar School

JUNIOR SCHOOL

10 Lyttleton Street,

East Launceston, Tasmania 7250

Telephone: (03) 6336 5900 Facsimile: (03) 6336 5929

Email: junior@lcgs.tas.edu.au

SENIOR SCHOOL

36 Button Street, PO Box 136,

Mowbray Heights, Tasmania 7248

Telephone: (03) 6336 6000 Facsimile: (03) 6336 5980

Email: senior@lcgs.tas.edu.au

www.lcgs.tas.edu.au

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