



# Launceston Grammar Wellbeing Handbook

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

20  
+  
24

**At Launceston Grammar, our Wellbeing Program focuses on the five pillars of wellbeing which are underpinning five key Drivers;**

**Purpose**

**Agency**

**Connection**

**Engagement**

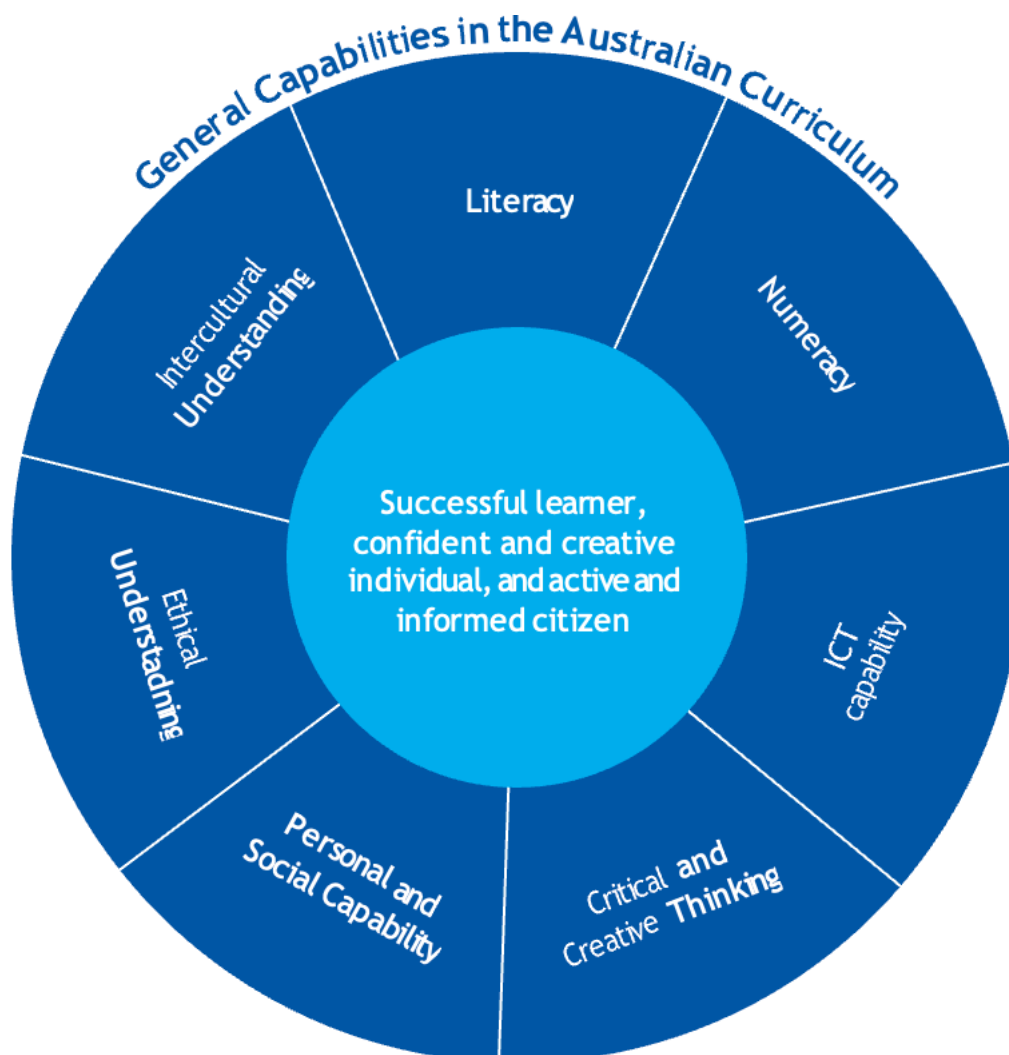
**Thinking**

# Contents

The Australian Curriculum and Wellbeing	2
The Structure of our Wellbeing Program - Junior Campus	3
General	3
The House System	3
The Structure of our Wellbeing Program - Senior Campus	4
General	4
The House System	5
House Mottos	5
Tutor Groups	5
Grade 7	6
TCE Co-ordinator	6
Chaplain	6
Head of Boarding	6
Wellbeing Team	7
Student Profiles	7
Leadership	7
Professional support for students	7
School Counsellor	7
House Activities	7
Communication	8
Research	8
Strategic objectives	9
Key Programmes	9
Strategies in developing activities	10

## The Australian Curriculum and Wellbeing

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 Wellbeing Program.



*“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 Wellbeing Program - Junior Campus

## General

On the Junior Campus, all staff play a pivotal role in the pastoral care of our students, but it is the classroom teacher who takes the lead role in this. Classroom teachers serve as mentors and caregivers, fostering a nurturing and inclusive environment where students feel safe, supported, respected and valued. Their compassionate approach provides essential support, shaping the holistic development of each child in their care. Classroom teachers monitor students' well-being, addressing any emotional, social, or behavioral concerns that may arise. They communicate with specialist teachers and support staff to ensure they have a full understanding of each child. The classroom teacher works closely with parents to ensure there is a strong partnership between home and school. At Launceston Grammar we value the home school partnership and know that it is vital for the holistic pastoral care of our students.

## The House System

It is an important part of school life and culture to belong to a 'House.' Students are assigned to Houses and engage in competitions, sports events, and build a sense of community and wellbeing. The names of the three Launceston Grammar Junior Campus Houses have been chosen to honour individuals and reflect our school's values, history and traditions.

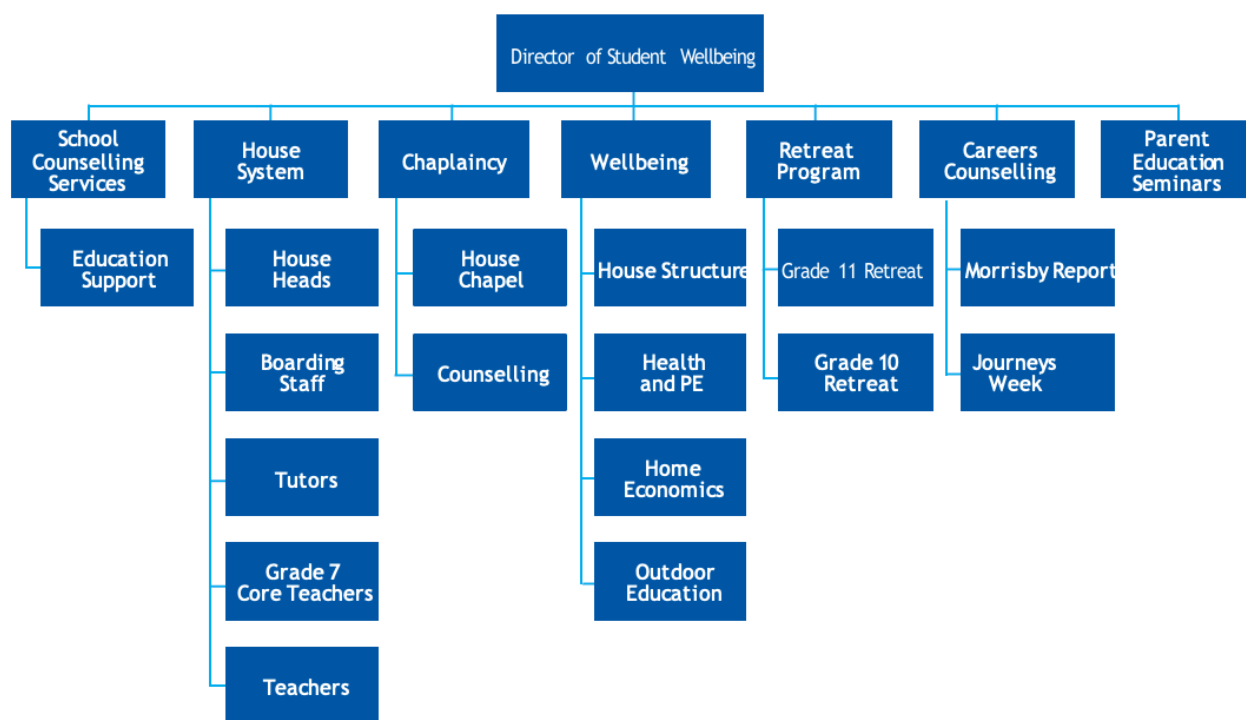
Each House has two important namesakes: Buesnell-Rooney, Lyttleton-Hewton and Maxey-Middleton. The names associated with the Houses are steeped in local and school history. In 1983, when Grammar and Broadland merged, the senior girls of Broadland House moved to what is now known as the Senior Campus, the Junior Campus retained the names of the Houses and the school spirit that is the source of many shared memories.

Buesnell-Rooney	Lyttleton-Hewton	Maxey-Middleton
Buesnell is named after teacher, Anne Buesnell and Rooney after long serving Headmistress, Miss Rooney	Lyttleton was named for soldier and Police Magistrate, Captain Lyttleton, and Hewton after a Rector of St John's Church, Rev D. Ross-Hewton.	Maxey after landowner, Mr Edwin Maxey, and Middleton to honour school leader, Miss Henrietta Middleton.

On the Junior Campus, all staff play a pivotal role in the pastoral care of our students, but it is the classroom teacher who takes the lead role in this. Classroom teachers serve as mentors and caregivers, fostering a nurturing and inclusive environment where students feel safe, supported, respected and valued. Their compassionate approach provides essential support, shaping the holistic development of each child in their care. Classroom teachers monitor students' wellbeing, addressing any emotional, social, or

behavioral concerns that may arise. They communicate with specialist teachers and support staff to ensure they have a full understanding of each child. The classroom teacher works closely with parents to ensure there is a strong partnership between home and school. At Launceston Grammar we value the home school partnership and know that it is vital for the holistic pastoral care of our students.

## The Structure of our Wellbeing Program - Senior Campus



### General

At the senior campus of Launceston Grammar, all students receive wellbeing care through the Wellbeing Program. This is overseen by our Director of Student Wellbeing.

In Grade 7, students are placed in *Core Classes*, each of which is both the vehicle for the delivery of the Wellbeing Program 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 wellbeing care for students in Grades 8 to 12.

The *Grade Co-Ordinator* is responsible for the Wellbeing Program in Grade 7 and *House Heads* in the other grades.

## 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. Savigny, 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 necessary 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	Roff	Savigny	Wilkinson	Hawkes
Summum Bonum	Nulli Secundus	Meliora Sequamur	Nil Deperandum	Sans Peur et Sans Reproche	Per Proella Ad Glorium
<b>Highest good</b>	<b>Second to none</b>	<b>Seek better things</b>	<b>Never give up hope</b>	<b>Without fear and without reproach</b>	<b>Through battle to glory</b>

## 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 wellbeing 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 their 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 Wellbeing Program. They liaise closely with parents and all teaching staff of Grade 7 and the Director of Student Wellbeing.

## **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 program. 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 the Director of Student Wellbeing, House Heads, TCE Co-ordinator, Head of Senior and Junior Campus, School Counsellors, School Nurses and the Grade 7 Co-ordinator to ensure that boarders' needs are met both within the School and in the Boarding House.



## **Student Support and Wellbeing Team**

The Student Support and Wellbeing Team, encompasses our Grade 7 Coordinator, Head of House, Head of Boarding, Director of Learning Enrichment, Chaplain, Nurse, and Counsellors. This team is chaired by the CHANGE TO: Director of Student Wellbeing NOT Head of Senior Campus who meet fortnightly to discuss matters of common concern, organise forthcoming Inter House activities, decide wellbeing policy and provide advice on a wide range of matters including student wellbeing.

## **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 wellbeing reports, copies of all communication home and details of all relevant information are maintained.

## **Leadership**

Leadership opportunities occur within the wellbeing system as well as within the wider School. Grade 7 staff provide these opportunities in a number of ways within their normal program. 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.

## **Professional support for students:**

### **School Counsellor**

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.

### **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 Wellbeing Program. This must exist within the wellbeing team, 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 Wellbeing Team (Senior Campus) for the successful implementation of the School's Strategic Plan (launched in 2021) related to wellbeing 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 Programs

At the Senior Campus the priorities of the Wellbeing for 2024 will be the ongoing development of the following initiatives:

- Peer Mentoring
- Grade 7 wellbeing initiatives
- Tutor periods
- Chapel
- Grade 10 Retreat
- Careers Education (including Journeys Week)
- Community Service Learning
- Breakfast Club
- Duke of Edinburgh Award
- Christmas Camp
- New Horizons
- Outdoor Education
- Rock and Water (HPE)
- Grade 12 Walkathon
- 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 programs we must be both contemporary and future focused. The following societal conditions are considered when developing wellbeing activities to ensure that we:

- 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.