

MAGENTA and BLACK



David Avenue, 1982



I REMEMBER:
80s Leavers reflect



FROM VET TO ICT:
Hutchins plans
for 2020 and beyond



A NEW ERA IN BOARDING:
Our world class facility





BACK TO THE FUTURE

1980s and 2011

by Mr Warwick Dean, Headmaster



Headmaster Mr Warwick Dean. Photo Courtesy Tasmanian Style Magazine.

In the late 1970s and throughout the 1980s schools began to focus on the question: How do we equip students for their future as successful adults and what are the consequent imperatives for our schools' education programs? These questions have been present in all previous generations and I see no reason why they will not endure.

But it is interesting to note that since the early 1980s the question rightfully remains simple but the answers have become quite complex and no longer the business of the school alone.

As a father I have often pondered the question, "What is a definition of a parent?", and I have come to the conclusion that just the same as it might be for schools the answer is, "one who undertakes a program of approximately twenty years to create a successful adult". So, parents and schools are to me a synergy of collaboration in the task of creating successful adults who will be able to thrive a generation hence in the world of that time. Perhaps in the 1980s and even in the 1990s that was not such an imperative?

Now it is quite amazing to ponder how the world has changed since the 1980s. The following comparisons might provoke the reader to consider how education might have responded to the following shifts in the world? Broadly, I observe the following trends:

1980s	C21 st
Priority of nation over planet Individualism	Priority of planet over nation Communitarianism (especially in the world of technology)
Independence	Interdependence
Autocracy	Democracy
Humanity competitive with nature	Humanity co-operative with nature
Unsustainable production, consumption	Sustainable production, consumption
Patriarchy	Gender equality
Inter-cultural / inter-religious intolerance	Inter-cultural and inter-religious tolerance
Conflict resolution via confrontation, conflict	Conflict resolution through negotiation
Safekeeping via defence	Safe keeping via security

With these shifts in mind it may be possible to argue that in the C21st nothing will be more important to assist people prepare for the future than education.

Unfortunately policy-makers often only focus strategies on examining current problems. We adopt a problem-centred approach which tends to accept existing trend projections and concentrates on innovating better ways to accomplish current tasks and solve existing or emerging problems.

This is not an incorrect approach, as immediate or emerging problems are imperatives that need to be addressed. However, for schools, the trap and the inevitable problem is that focusing only on doing old things better merely creates a future education system that is less mediocre. This is educational management, not educational leadership.



At The Hutchins School we realise continuous improvement and marginal, incremental change, important as they are not enough.

Educational leadership requires us to consider the nature of the world in which current school students will spend their adult lives. We need to ask what skills, knowledge, and capabilities will an individual, organisation or community need in order to thrive in the future. How will these differ from the skills, knowledge and capabilities being developed now? What new education curriculum, systems and structures do we need to create in order to develop these skills, knowledge and capabilities in the next generation? What do we need to replace, improve, initiate and nurture in order to achieve this outcome?

In order to answer these questions educators need to be prepared to *'make things happen'*; not *'watch things happen'*, or worse still, ask *'what happened?'*

At The Hutchins School I believe there has been a great deal of foresight in planning for the development of young men since a realisation in the 1980s that in the emerging C21st there are skills and capabilities a young person will need in order to thrive.

Today in the C21st and at Hutchins we have realised many of them as imperatives to a successful education. We encourage students to be:

- a leader, first of self and then of others
- able to develop the capacity to shape one's own life and creating one's own wealth, health and wellbeing
- a "path maker" rather than a "path taker"
- able to develop a successful career path with the ability to emphasise job making rather than job taking
- a lifelong learner able to update skills and adapt easily to change and in so doing be an enterprising and innovative person, constantly seeking to do old things better and new things first
- able to initiate and conduct successful interdependent relationships and participate as a responsible citizen and parent by being aware, respectful, tolerant and supportive of intercultural and religious diversity including understanding other cultures and languages
- able to understand the importance of the knowledge-based industrial system and how to be successful in it and appreciating economic success will be based on successful interdependent relationships between the arts, humanities, social and natural sciences and technologies
- able to understand that success will require individuals balancing their individual rights with responsibilities to others, to the community, the environment and future generations

- aware of the imperatives of continuous prosperity through balanced sustainability in economic, ecological, social and cultural activity
- able to embrace a personal value system compatible with the successful adoption of all of the proceeding points.

Examples may be given to demonstrate such a shift from the 1980s into an increasingly complex world: global trade and the work of the WTO, global financial markets and the international flow of money, industrial relations in global markets, operations of the UN International Court, smoking in public, calls for gun controls, pandemics, nations and corporations responses to global climate change, expansion of the EU and other trade blocks, approaching the impact of the GFC, trade in endangered species, global security and the 'War on Terror'.

So, given these shifts, what are the education imperatives? An example of the relevance to education of these shifts is in the area of environmental sustainability. Environmental sustainability will require the next generation to find ways to live within a perpetual solar income, turn waste into food, protect biodiversity and avoid collateral damage to the environment. Those who develop innovations to realise these outcomes will become the wealth generators of the C21st. To do so requires developing persons who excel in these areas who are well educated and capable of excellence in relationship-making capabilities. Those people who are not will become the next bullies, alienated criminals, stand-over persons, domestic violators, religious fundamentalists, racists, trade union intimidators and corporate cowboys.

Therefore, in order to facilitate the possibility of students at Hutchins to be successful in such a complex and interdependent world Hutchins provides extensive opportunities in varied learning environments. This allows students to have the opportunity to find out what they stand for, value in their relationships and value as not negotiable in their beliefs, discover what they really enjoy and are good at. Then with skilled and dedicated staff students are facilitated to acquire the skills and capabilities to be happily and competently matched to emerging industries, job markets, job categories and developing career paths.

As our successfully deploying Hutchins Strategic Plan says; "Hutchins: A school for the future".



Members of the Watoto choir in full swing.

THE GOLDEN AGE

By Reverend Canon Matthew Gray

I recently attended my 30 year school reunion. As a child of the early 1980s I have had an opportunity to reflect on the 'Golden Era' sentiment. From my observation over 25 years of teaching, our current generation of young men rate highly. They are far more informed globally than I was as a young bloke. They have more opportunities to show compassion in their community and enthusiastically embrace them. As men they are generally more socially connected than my generation. When I was at school, education was classroom-based, text-dependent and it was considered unprofessional to discuss values.

I have been urging our boys in Chapel this year, as the prophet Micah says, "To act justly and to love mercy and to walk humbly with your God". Many of the boys have taken up this challenge as some of the examples below will indicate.

In short, the Golden Age may well be now! How have times changed? Here are some examples from our own experience at Hutchins in 2011.

SPIRITUALITY AND RELIGIOUS STUDIES

The Power of 9 experience contains a spirituality segment in which boys think through major issues by looking around the immediate area.

To discuss **Life**, we visit Cornelian Bay Cemetery where boys are invited to explore the workings of the crematorium and come face-to-face with their mortality. To examine our **Freedom**, we invite the boys to spend a morning at Risdon Prison minimum security, meeting inmates who speak of their mistakes and the outcomes.

In examining **Faith**, as a global education, it is impossible to conceive of a school ignoring the influence of world religions. The study of religion is a key to understanding history as well as grappling with contemporary issues. Vital to this is hearing from the believers in these traditions themselves – the boys in Year 9 have met Hobart Imam, Sabri Samson, visited the synagogue in Argyle Street and chatted with the Dean of Hobart, the Very Rev Richard Humphrey.

WATOTO VISIT

It was an inspirational mix of colour, movement and stirring voices that enthralled the audience who attended the performance by the Watoto Childrens Choir.

The choir (made up of 22 children aged between 8 and 13 from Uganda) performed at Hutchins as part of their tour throughout Australia and New Zealand.



Year 9 students assist with a class at the Yipirinya independent indigenous school in central Australia.



Giving globally: Power of 9 students assist with building a concrete assembly area in a hill-tribe school in north west Thailand.

Their "Concert of Hope" tour is aimed at raising awareness of the plight of parentless children and widowed mothers in Uganda - a country that has experienced many years of destruction and despair. All 22 children have lost either one or both of their parents to AIDS, war, famine or abandonment.

The Watoto organisation was founded by Canadian Pastors Gary and Marilyn Skinner in the 1980s. The group currently cares for over 2000 African children in villages built by teams that come from all over the world.

COMMUNITY SERVICE LEARNING

To foster a sense of responsibility for the welfare of others, boys are encouraged to undertake

Community Service at each level of the School. In the Senior School, the culmination of this is Community Service Learning – an approved TQA course – in which students engage in 60 hours work over two years, 15 hours of which must be self-initiated.

Some highlights from this program include the Winter Blood Challenge organised this year by Zach Lieutier (Year 12) and the Community Service Committee, with Hutchins winning Most Overall Donations and Most New Donors. Senior boys took part in visits to Glenview Nursing Home, Anglicare shared homes for the intellectually disabled and the Animal Nursery at the Hobart Show. Other projects included developing and maintaining a walking track in Oatlands, Shave for a Cure, 40 Hour Famine and the Live Below the Line Challenge.

Practise what you preach: Rev. Canon Matt Gray participates in this Year's Relay for Life.





Isaac Woo, Henry West and Charles Haward (all Year 12) finesse their titration technique.

NO ROOM FOR ERROR: TITRATION SUCCESS

By Charles Haward - School Captain 2011

This year Hutchins entered 15 teams in the Tasmanian round of the 2011 Royal Australian Chemical Institute Titration Competition held at the University of Tasmania. The five most accurate teams from each division were invited to the national round of competition. In the Senior Secondary division the Hutchins teams made up three of these places, with one Year 10 team also making it through to the next round.

At the national round of the competition – also held at UTAS – Hutchins teams were outstanding. In this round error margins of each individual participant were multiplied by one million. A gold medal was awarded to participants who achieved a figure of less than 20. Seven Hutchins students achieved this feat, including Callum Sinclair-Gibson (Year 12) who managed to record an error margin of zero!

In addition to our success at an individual level, the Year 12 team of Isaac Woo, Henry West and Charles Haward also won an Excellent Team Award. This accolade is given to teams of three whose original error margins multiplied by one million, and then squared; add up to less than 500. Only three teams in the past six years have been able to achieve this level of accuracy.



Middle School students Max McLaughlin (Year 8), Jonathon Clark-Hansen (Year 8) and Stuart Carnaby (Year 7) practise their prose performances in the Nettlefold Library.

FROM BOOTLEGGING TO BABY ROOS: MIDDLE SCHOOL POETRY AND PROSE COMPETITION

Poetry and prose recitation is another academic tradition that is as alive at Hutchins in 2011 as it was in the 1980s and prior.

The Middle School Poetry and Prose Competition was held on Tuesday 18 October. Initially, all students participated in a classroom exercise for English in which they learned and presented either a poem (Year 7) or a



piece of prose (Year 8), after which students were invited to go to the next stage and compete for the coveted trophy.

The evening was hosted by the Captain of Debating, Allen Chen, and adjudicated by Mr John Devine. The 35 entries were all of an exceptionally high standard, ranging from impassioned speeches to humorous poems, all providing an entertaining and rewarding experience for the appreciative audience.

The Year 7 winner was Stuart Carnaby for *The Pig* by Roald Dahl; Jonathon Clark-Hansen won the Year 8 award for his marvellous rendition of the short story *Bootleg*, by Alex Shearer, and the overall winner was Max McLaughlin who gave a wonderful performance of *In Which Kanga and Baby Roo Come to the Forest and Piglet has a Bath* by A A Milne. Honourable Mentions went to Daniel Croser, Will Burgess and Edward Johnstone from Year 7, and James Schmidt, Thor Holloway, Ayrton Rose and Himaushu Hardikar from Year 8.

A TOPIC FOR DEBATE

Debating is an activity that has been part of Hutchins culture for many decades. So does it still have as much relevance today as in the 1980s and previously? According to this year's team of senior debaters, the answer is resoundingly in the affirmative.

Among the 2011 Senior Debating team are Allen Chen, Nanak Narulla, Frank Burridge and Matthew Allanby. These gentlemen still remember their triumphant win in Year 9 in 2008 – when they took out the first Tasmanian Debating Union Trophy won by a Hutchins team.

It's affirmative: debating enthusiasts Allen Chen, Frank Burridge, Matthew Allanby and Nanak Narulla (all Year 12) discuss the relevance of debating today.

"The topic was 'That tradition is holding us back?'," says Frank.

"You could cut the atmosphere with a knife," he jokes.

All agree, however, that the tradition of debating is something that should remain alive at Hutchins.

"Just about every job you are going to do will involve public speaking," says Frank.

Fellow team member Matthew Allanby agrees:

"Public speaking as a skill pops up with anything – for example including speaking at social events like all the 18th birthdays coming up!" he jokes.

"It also promotes analytical and critical thinking under time pressure and 'think-on-your-feet' skills," says Nanak.

Allen Chen was also among the Hutchins team who took out this year's grand final. Nanak and Allen were also members of the winning team in 2010. "I think debating encourages you to think about both sides of the argument," Allen says.

As one of 17 Australian students selected to take part in the Hague International Model United Nations. Allen will have the chance to take his skills to an international forum.

Head of English and Modern Languages and Year 10 debating coach, Alison Farmer, says debating prepares students to play a more active role in national debate as concerned citizens.

"Debating topics encourage students to work through some of the big questions they will need to address as adults."

"Some of the core issues addressed (as debating topics) are often subjects of national debate."

From talking to these young gentlemen, it's clear they are well prepared to contribute to these debates in a considered and meaningful way.





The Hutchins Physics Fight team with other competitors: (from L - R) Samuel Padgett (Year 10), Oliver Johnson (Year 10), Sam Newton (Year 10), Timothy McQueen (Year 10) and Mr James Seddon.

ASTRONOMY, AN AMAZING RACE AND A RUGBY CUP: OUR YOUNG PHYSICISTS IN NEW ZEALAND

By Timothy McQueen, Year 10

In October this year Hutchins sent its team of 'Physics Fighters' to Wellington for the International Junior Young Physicists Tournament. The road to Wellington was a long and tiring one with a great deal of work going into our presentations. Each of us had to work on a particular task. Whether it was finding the fundamental frequency to move a ping pong ball or counting the oscillations of an electric pendulum, we had all been busy working away for most of last term. Then the fateful day came and we journeyed to the land of the long white cloud.

The format of the tournament, or 'Physics Fight' as it was known, was like a debate with a team member presenting their work and then being 'cross-examined' by a member of the opposing team. Then the judges would tally up the scores and comment on the result. Our presentations went well with judges admiring our use of theory, experimental design and informative presentations. This great work by the team is what secured us a strong fifth place in the competition out of ten competing teams.

Beyond the Physics we had a wonderful time in New Zealand, with Oliver Johnson discovering a taste for chocolate sundaes, Samuel Padgett conquering the formidable 'Boss Burger', Sam Newton having his photo taken with the Rugby World Cup, Mr Seddon dazzling us with his astronomical knowledge of the universe at the Wellington Observatory and me wearing a grass skirt in the name of science. We also brought great prestige to the School by winning the Amazing Race competition around Wellington.

Perhaps the only saddening moment was Australia's defeat at the hands of the Kiwis in the Rugby semi-final. But our spirits were not too badly damaged as we attended a final of a different kind. The Tournament final was between two New Zealand teams and it was a close finish with local school Onslow College gaining first prize. However we all gained something in Wellington – a greater knowledge of Physics and a wonderful experience.



Jeremy Yang (far left) won the Tasmanian Symphony Orchestra's "Rising Stars" competition for Youth Concerto Performance.

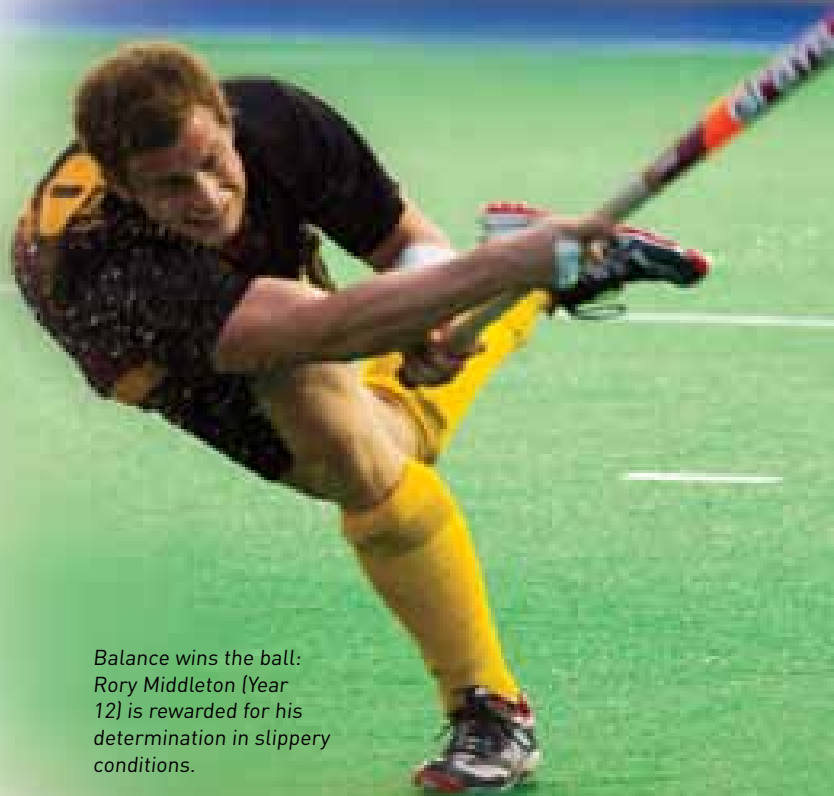
EXPRESS YOURSELF: CO-CURRICULAR SUCCESS IN 2011

Wayne Brown - Director of Co-Curricular and Sport

The Hutchins School Co-Curricular program through winter and spring 2011 has been extremely successful. From the sports arenas, drama studios, music halls, and debating and public speaking competitions, young men at Hutchins have travelled a path of self expression, gaining experiences which will stay with them forever. Tours to Sydney and Brisbane and countless intrastate trips have given our boys an opportunity to be the best they can be.

NOTABLE PERFORMANCES THROUGHOUT THE WINTER AND SPRING 2011 WERE:

- Athletics Junior Boys, College Boys and Aggregate Champions at SSATIS, and at time of publication Junior and Intermediate age groups have qualified top in Australia for the National Athletics Championships in December 2011 to be held in Brisbane. Open Boys have also qualified in the top ten in the country
- Australian Rules Football SATIS state preliminary finalists 1st XVIII
- Australian Rules Football SATIS state preliminary finalists 2nd XVIII
- 1st Basketball team southern finalists



Balance wins the ball: Rory Middleton (Year 12) is rewarded for his determination in slippery conditions.



Leading the field: Thomas Farmer (Year 9) at the SSATIS Athletics.

- Badminton Ampol Cup Champions
- Cross Country Junior, Senior and Aggregate Boys Champions
- Junior and Senior dance troupe successes at the Southern Tasmanian Dancing Eisteddfod and Sydney Eisteddfod
- Drama productions
- Debating finalists in Year 9, Year 10, and Champions in Years 11/12
- Hutchins took out this year's Southern Hockey Championship title
- Music success in the Clarence and Hobart Eisteddfods
- Rugby under 14 Champions and under 18, 1st XV state finalists
- Soccer 1st XI SSATIS Champions and SATIS finalists
- Soccer 2nd XI SATIS State Premiers
- Sport Shooting State Invitational winners
- Squash Southern Pennant Champions
- Water Polo Southern Schools Finalists Champions

Thanks to our coaches, managers and assistants. We have 123 outside coaches and supporters and without the assistance of these tremendous people our co-curricular programs could not go ahead. The strength and spirit of the co-curricular program at The Hutchins School is our teaching staff. Their dedicated and committed effort to our programs is to be commended.

CHRISTOPHER JENKINS SHOOTS ON TO NATIONAL STAGE

Year 11 Hutchins student Christopher Jenkins has recently returned from the ACTA Australian Skeet Shooting Championships held in Wagga Wagga. After very tight competition and a lengthy 'shoot off' Chris has been named the new Australian Junior and overall handicap Skeet Champion.

Christopher has competed frequently at local clubs and is a key member of our Sport Shooting Team.

The Hutchins School recently held an Invitational event, competing with Launceston Church Grammar School. Christopher won the 'High Gun' title for highest score at the event. It is a real credit to Christopher to win an Australian title which will be impressive on his resume as he continues to compete at the elite level within the sport.

Christopher Jenkins was also the overall winner of the recent Tasmanian Tower championship.





Our dancers hit the national stage at the Sydney Dance Eisteddfod – Hutchins took out second place in the School Boys' section.

CHALLENGING THE STEREOTYPE: DANCE AT HUTCHINS REACHES NEW HEIGHTS

By Michelle Weeding
Head of Visual and Performing Arts

Fifteen years ago we would never have dreamt that Hutchins would offer Dance as an elective, let alone as a sport. Now we not only have a strong and healthy Dance program – including Australia's only all male student Dance Troupe – but Hutchins dancers are hitting the world stage and winning national accolades.

The introduction of Dance at Hutchins has occurred over the last ten years. We started with small steps; students began performing in groups made up of those already heavily involved in the Drama Faculty. Today we have an ELC Dance Group, a Junior Jazz Group, a Junior Tap Troupe, a Senior Jazz Group and a Senior Music Theatre Group. Next year we are creating a further two groups to cater for the growing number of students interested in and wanting to pursue Dance. We compete in eisteddfods and perform at Speech Night as well as at conferences.



Outside the prestigious Singapore School of the Arts.

This year a combined Senior and Junior Troupe competed at the Sydney Dance Eisteddfod. We competed against other school boys of varying ages and were really excited to receive a 2nd place! The camaraderie, mentoring, team spirit and enjoyment were evident during the many hours spent preparing for the competition.

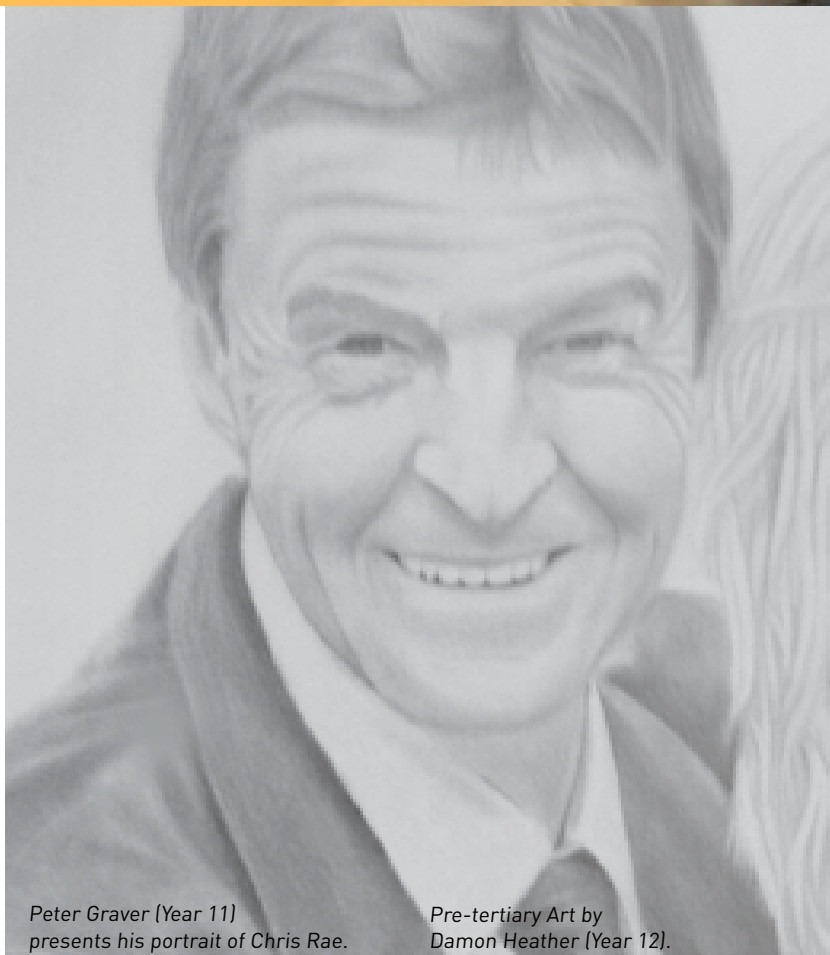
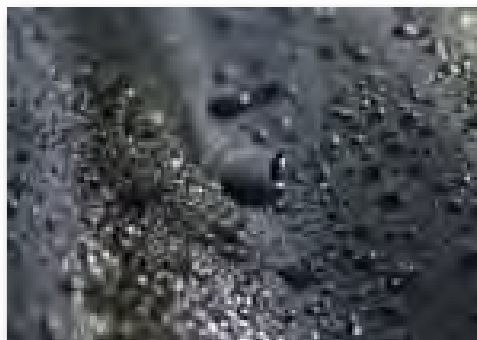


Challenging the stereotype: in Singapore! Our dancers take a break from the heat.

Selected students from the Senior Dance Troupe also travelled to Singapore this year to perform at Hwa Chong and participate in workshops and a combined performance at SOTA –Singapore School of the Arts. A very busy and exciting eleven days was spent immersing ourselves in the varied culture of Singapore and learning new dance skills with a number of respected dance instructors. Many of these instructors teach internationally and some are recognisable for their roles in Hollywood blockbusters.

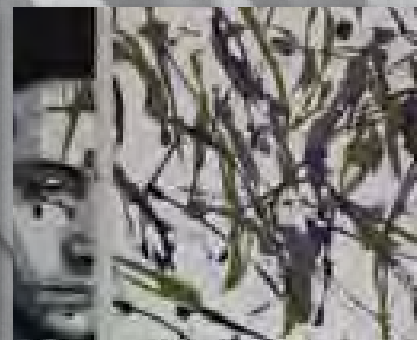
Dance at Hutchins is always moving forward and challenging the old stereotypes. We are an example of how a school culture can change and I can happily say we have an exciting, enriching and enviable program that is a privilege and honour to be part of. However a program like this can only run with the support of inspiring staff. We are very lucky indeed to have Mrs Jacquie Coad as our Dance Teacher as we continue to take Dance at Hutchins to new and exciting heights.

Pre-tertiary Art by Max Watson.



Peter Graver (Year 11) presents his portrait of Chris Rae.

Pre-tertiary Art by Damon Heather (Year 12).





Pre-tertiary Art by Isaac Hood (Year 11).

CREATIVITY AS CULTURAL CURRENCY: ART AT HUTCHINS COMES OF AGE

By Rachelle Robinson - Art Teacher

Young artists in the 80s were living in the "Me Decade", growing up with the Rubik's Cube, MTV, high-top sneakers, AIDS, computer games, The Breakfast Club and Dr Pepper commercials, along with Smurfs, Fraggle Rock and Madonna. Today's influences include Barack Obama winning the US presidency, swine flu, natural disasters, carbon tax, September 11 terror attack, war against Iraq, the death of Michael Jackson, Twitter, Facebook, YouTube, iPhone, iPad and climate change. Two very different generations.

As Art teachers, it is becoming more and more evident that we need to appreciate and understand the visual elements of contemporary society. In the 21st century, the visual has become increasingly important in forming a dominant aspect of economic growth, communication, knowledge acquisition, entertainment, work practices, cultural identity and creative development. These are the basics of our relation to society as a whole and reflect our ability to participate and contribute to culture. It is due to this perspective that Art

education at Hutchins has changed enormously over the years. Art is no longer viewed as a 'bludge'! Our programs are increasingly producing students who are choosing Art at a pre-tertiary level as a career pathway. A large percentage of our students are now studying Art at prominent Art schools nationwide.

LIGHT THE NIGHT

The Hutchins School was approached by the Leukaemia Foundation this year to be the Blue Lantern Ambassador of HOPE at a fundraising night at MONA. Lantern Ambassadors serve as symbols of strength, motivation, support and represent the shared experience of many people within the community. It was in this role of Blue Lantern Ambassador that the Leukaemia Foundation wanted to highlight The Hutchins School community's support of people with leukaemia, lymphoma and myeloma, their families and friends, and especially the School community's support, care and love of our very own, Mr Chris Rae.

Peter Graver (Year 11) generously offered to produce a portrait of Chris Rae being embraced by the Hutchins Lion Mascot. The work was beautifully framed by Luke Wagner and his son, Felix, who are Old Boys of the School. We thank all participants for their generosity in contributing to this experience. This work was presented to a delighted Mr Rae.



Michael Webster (OB 1988) Jason Berry (OB 1998) and Alex Mirowski (OB 1995) are enjoying being part of change at Hutchins as Old Boys and teachers.

CHANGE DREW THEM BACK: OUR OLD BOY TEACHERS

At Hutchins, we are lucky to have had a number of Old Boys return to the School to teach. Magenta & Black spoke to three Old Boys who are now teaching at our Early Learning Centre and Junior School – Alex Mirowski (OB 1995), Michael Webster (OB 1988) and Jason Berry (OB 1998) – about their memories of the School in the 1980s.

1. What did you value about your time at Hutchins?

MW: By far the thing I value most about my time at Hutchins has been the lifelong friendships I made here. The friends I made at school have remained with me since leaving school and no matter where we are or how much time has passed we can pick up where we left off.

JB: Looking back now, I realise how lucky I was to be part of The Hutchins School. One of the things I value most is the lifelong friendships that I established here. Not only am I still close friends with many people from my year group, but I am always amazed at the instant connection you have with others who went to Hutchins. I value the opportunities – both academic and sporting – that

Hutchins provided. I also appreciate the efforts of the teachers (even though I didn't always appreciate this at the time!) to push us to achieve to the best of our abilities.

AM: I valued that students were recognised for their achievements, no matter which area they had strengths in. You could go from watching a football game to listening to and appreciating a peer performing a piece of music. Naturally the most valuable thing was the friendships formed.

2. What other life experiences have enriched you since you left as a student? (That you may have brought back with you as a teacher?)

MW: Being a parent, living and working in other countries, travel, teaching students from multicultural backgrounds

JB: Straight out of school I moved to Launceston with a mate from Hutchins to complete a Bachelor of Education. Being away from home forced me to grow up fairly quickly, and taught me a fair few life lessons. After university I worked at Mt Faulkner Primary School (in Hobart's northern suburbs) for five years. I met some amazing people there, and learnt a great deal about managing challenging behavior and pastoral care.

AM: Travel, teaching in some difficult schools, working for Surf Life Saving, volunteering, surfing and undertaking lots of further education and



professional development have all enriched my life but by far the most enriching experience would have to be marrying my wife Sarah and recently becoming the father of twins.

3. What drew you back to Hutchins to teach?

MW: My positive experiences of my own education, an awareness that the School had grown and become better, the opportunity to teach boys and to help shape their values, ideas and experience, as well as the challenge of educating boys.

JB: I always thought I would eventually end up teaching at Hutchins. When the opportunity presented itself four years ago to come back, I jumped at the chance. It's a great place to teach, the students are enthusiastic, the facilities are of a very high standard and I teach with a great bunch of people.

AM: I love the sense of community and being able to work with a range of students from Kinder right through to Year 12. It is also great to work in a place that shares your values.

4. What is special about being an Old Boy and a teacher?

MW: Having a connection with the School, being part of the School community, having something in common with the students I teach. I am often asked what it was like when I was here, and they are genuinely interested to hear how it was all those years ago! I am also able to appreciate and celebrate the growth and change in the School.

JB: Being an Old Boy gives you an automatic shared interest and understanding with the students. I want the students that I teach to look back at their time at Hutchins as fondly as I do!

AM: It is special being an Old Boy and a teacher because even though my experience of the School as a student was around 17 years ago I still feel as though I have many shared experiences with current students.

5. What has changed about Hutchins?

MW: The most obvious change is physical – the buildings and facilities. There is also a greater understanding of boys' educational issues and catering for those differences. For example through the Power of 9 Program and the John Bednall Centre for Learning Support. There is a greater opportunity for students to shine individually. The School has become multi-dimensional – it is now much more

than the "sporty" school it was known as in the 80s. Students now have opportunities in all sorts of fields including Music, Dancing, Building and Design and Computing. Individual talent is celebrated and encouraged within the School. The House system has changed. The Junior School used to have four separate houses (Brumby, Nixon, School and Hay) to the rest of the School. The House system has become much more prominent, especially in the Middle and Senior Schools. The values of the School, the importance of friendships, and the passion and commitment of the staff remain the same.

JB: Hutchins has developed and moved with the times. My classroom now has an electronic whiteboard, students in my class have access to their own Year 6 laptops, and are using educational iPad applications. In Year 6 we have no textbooks and we complete Maths and Spelling online. Physically, the buildings have also moved with the times. There are a lot more open learning areas and there is access to wireless technology. The rooms, colours and spaces provide an ideal learning environment for boys.

AM: The physical environment has changed a great deal but what the School is trying to achieve has not changed at all. Hutchins is constantly adapting to new technologies and innovations and adopting best practices in the education of boys. An example of this is the Power of 9 program. Giving students the opportunity to develop personally in often challenging situations will give them skills they will take with them through the rest of their time at school and their lives.

6. Which teacher/teachers at Hutchins inspired you... How? Why?

JB: I had many great teachers at Hutchins, but the ones that inspired me were the ones that took an interest in me as a person. The two that really come to mind are Chris Rae and Barrie Irons. Chris Rae, as many reading this will know, is one of the most caring, committed and inspirational people around. I was lucky to know Chris as Head of School House and as a football coach. Chris is still working at Hutchins and it's great to have a chat about the state of Australian Rules Football and life in general. Barrie Irons was our coach for a cricket tour of South Africa in Year 12 – this was without doubt the highlight of my time at Hutchins. Barrie was, and still is, an amazing mentor for me and many other thousands of students who have been through Hutchins.



Our Old Boy teachers say the new generation of Hutchins students are offered a wealth of opportunity to explore their talents both inside and outside the classroom.

MW: For me there were probably three teachers that I reflect on as being the most inspirational. In the Junior School Tim Waley demanded a high standard of work. He was strict but also had a good sense of humour, enjoyed sport and often played cricket or football with us in the playground. In Grade 10 Brian Burch demanded a high level of work and commitment and he inspired me to work hard and get through a difficult Maths course. Chris Rae was my football coach. He was so committed to the team and training that he inspired everyone else in the team to be like him. He trained as hard as the team – if not harder – and lead from the front.

He also had the ability to connect with individuals in the team. I think all of his players would agree that he taught his players much more than just footy – including that preparation and hard work is important for success.

AM: Barrie Irons was always an inspiration to me. I never had Barrie as a teacher but he always had time, was supportive, positive, passionate and genuinely interested in us. I value these qualities in people. I hate heights and I still remember Barrie encouraging us as we abseiled down the cliff at Southport.





Middle School students playing handball in our megaquad.

A 1985 YEAR 7 STUDENT REVISITS OUR MIDDLE SCHOOL

Long-serving teacher Ian McQueen imagines the reaction of a Middle School student from 1985 to today's Hutchins.

By Ian McQueen - Head of Middle School

I have in front of me a 1985 School Magazine. I have flipped through to the School Roll in order to refresh my memory as to who was in Year 7 in 1985. Immediately I am reminded of how many years have passed since then because there is no mention of Year 7, but instead the lists are of students in "Form II."

I look at the list of names and try to imagine what these students might think if they revisited the Middle School today.

They would be struck immediately by the physical environment. We 2011 inhabitants of the School are very lucky to be able to work in a purpose-built Middle School with wide, comfortable corridors, large, colourful and airy classrooms clustered around a most attractive megaquad with handball courts, a chess square, tables and chairs and some delightfully green trees and shrubs. Middle School students now also have access to large, well-equipped Science labs, Music block, Design and Technical workshops and Art rooms.

In 1985 I had just finished my years as a Boarding House Master and I smile to think of the reaction

of a 1985 Year 7 (Form II) boarder to our recently completed boarding house refurbishments. They would find the whole building wonderfully welcoming and relaxing. I think they would be especially impressed by the upstairs relaxation lounges with their comfortable couches and wall-mounted televisions.

Our visitors would still find Middle School students playing cricket, football and tennis, but would be pleased to see students interested in many new activities ranging from Dance, fencing to table-tennis now. In 1985 they might have gone along to see the Senior School production of "Oliver!" (a joint production with Mt Carmel College), but in 2011, they might come across rehearsals for the Middle School's own musical in which all students take part.

Middle School students these days who are having personal difficulties of any sort can seek the guidance of the Chaplain or their Mentor as they would have done in 1985 from their Form Master or Form Mistress. However they can now also turn to their Year Head, Junior Chaplain or our School



Rehearsing the Middle School Musical.

Counsellor. This represents a breadth of pastoral care that the Second Formers of 1985 would fully endorse.

If they dropped into any of the classrooms, our 1985 visitors would perhaps notice teachers using the new "smartboards" and students using netbooks and laptops. They would find students studying Chinese as well as French and they would learn that at the end of Year 7 students are able to choose some of their Year 8 subjects including: Computer Graphics and Design, Robotics, Challenge Plus, Sculpture, Mask Mime and Comedy, Beyond Belief and The Sword and Simitar.

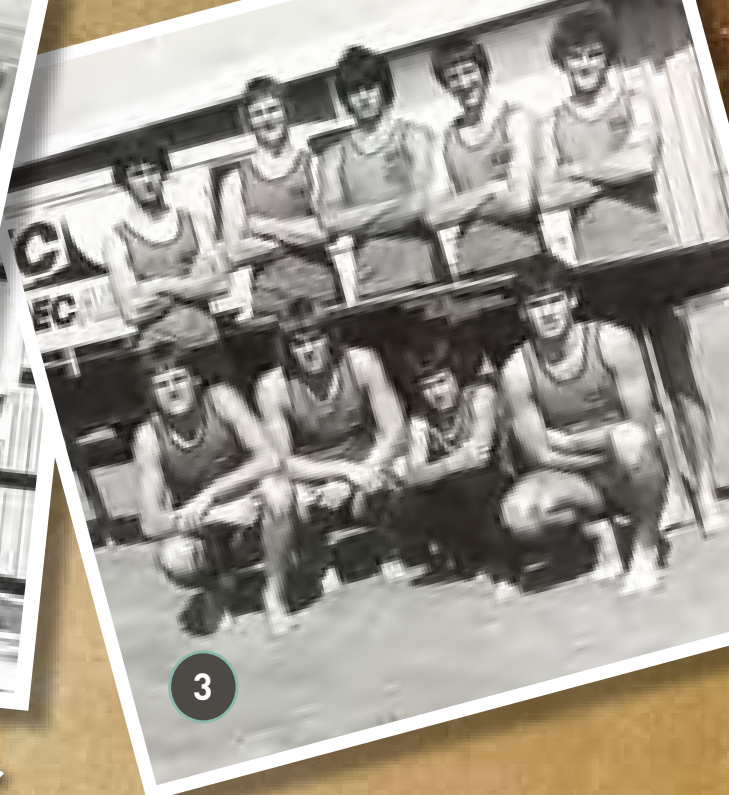
I often find myself strolling the corridors of our Middle School trying to remember the way to my office. As I do so, I glance into the classrooms and am continually impressed by the wide range of innovative, thought-provoking and often fun-filled

activities that the teachers are engaging our Middle School students in. I am sure our 1985 visitors would be similarly impressed by the passion and professionalism of the Middle School teaching team of 2011.

However it is also likely these enthusiastic Second Formers would take this opportunity to seek out old friends like the ever-enthusiastic Mr Scott Young, the ever-vigilant Mr John Millington, the ever-wise Mr Alan Dear, the ever-jovial Mr Mel Arnold or even the ever-patient Mr Merv Paton but sadly, these fine teachers are no longer at the School. They would, though, be pleased to meet again the ever-conscientious Mr Rob McCammon and if they ventured into the Senior School, the ever-good-humoured Mr James McLeod. The real surprise, however, would come when they came across the ever-young Mr Ian McQueen.



Mr Eric Marr teaching Chinese in the Middle School.



THE 80s THEN AND NOW

THEN

Camps at Southport – often big groups, very few facilities.

Music and drama offered.

Hutchins begins to recognise the need for learning support and extension.

Limited international links.

Cadets program.

Football, cricket and rowing as the major sports.

Curriculum starts to expand to include Wood and Metal Work.

Archives housed in Ray Vincent Wing.

Two libraries, refurbished Stephens Library opens in 1988.

Basic computer studies offered.

NOW

Wide range of outdoor education activities offered around the state, country and the world.

Full Performing and Visual Arts program, including an outstanding Dance program, the state's only all male student Dance Troupe, fully equipped Music facility including Audio Design, digital movie-making, and a thriving drama culture from K-12.

The Hutchins Art Prize (open to the public) and Magenta and Black Art Show (student work).

The John Bednall Centre for Learning Support serves as a central resource for students and teachers.

International exchanges offered, links with other schools across the globe established.

Huge range of sports offered – from rugby, soccer and table tennis through to sport shooting and surfing in addition to the "traditional" sports.

International tours – sporting, e.g cricket.

Vocational Educational and Training courses now offered include Cooking, Hospitality and Construction.

New Foundation Centre and Archives opened in 2011, including digital archiving.

HG Baldwin Wing and Nettlefold Library opened 2010.

ICT at Hutchins sets the standard in e-learning, with a global classroom and high-speed broadband connection allowing for interaction with students and academics from around the globe

Power of 9 off campus program begins 2011 –diaries and text books largely replaced by Hutchins Organiser and iPod.





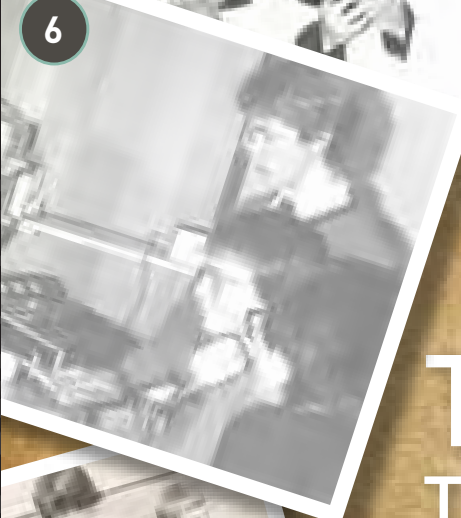
THE 80s
THEN AND NOW



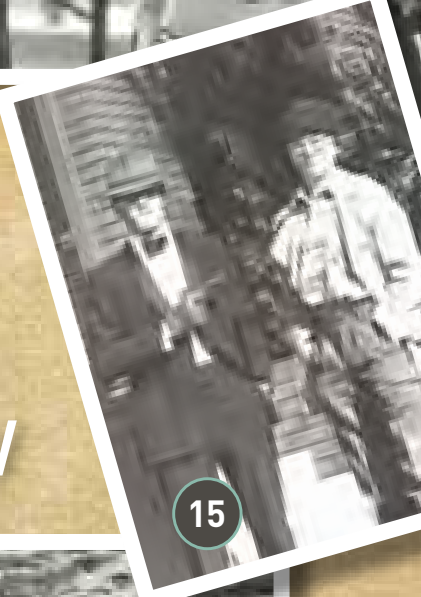
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THE 80s THEN AND NOW



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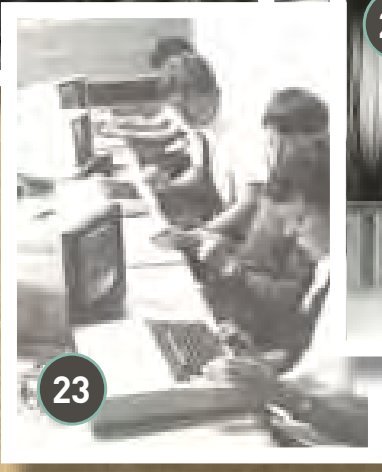
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- 1. Junior School swimmers taking the plunge, 1982.
- 2. Music practice, 1982.
- 3. First VIII with Ulysses, 1981: (back) J Henry, M Bryan, C Gray, S Nettlefold, W Seddon (record 4th time in first crew), (front) A Holyman, M Elder, D Wyatt, A King.
- 4. Library monitors in Nettlefold Library, 1981: A McDonald, S Roberts, A Headlam, Judith Tye, J Harrex.
- 5. Joyful members of the Cathedral Choir, 1980.
- 6. Technology in the studio, 1984.
- 7. Old Boy politician Michael Hodgman visits the School and chats with P Friend. Spinks and long-serving staff member, Physics teacher V C Osborn, 1980.
- 8. Hutchins Cadets with Major C I Wood and Lieutenant I Millhouse, 1981.
- 9. Head of Middle School and long-serving Hutchins staff member, John Millington, stabs himself with oversized dagger while chewing on a pencil, watched by bemused Middle School students, 1980.
- 10. Junior School nativity play in the Chapel, 1982.
- 11. Magazine Committee, 1982: C Hartley, A Walker, R Adams, Anna Campbell, G Braithwaite, D Bloomfield.
- 12. Basketball in the gym with Ellen Nora Payne carved blackwood panelling in background, 1981.
- 13. Hutchins Athletics team flying the flag at the Domain track, 1981.
- 14. Chapel of St. Thomas and Administration block, 1982.
- 15. Literary and Debating Society members J Ried and D Bloomfield dressed for the Anniversary Debate, 1982.
- 16. U14 football match, 1982.
- 17. 1982 JS choir.
- 18. Old Boy and Governor of Tasmania, Sir Stanley Burbury, greeting Junior School students after opening new Middle School, March 1981.
- 19. Cross country team, winners of Aggregate and E W Barwick Shields, 1981.
- 20. U12 cricket team with coach S A Young, 1982.
- 21. Drama in the auditorium, c1980.
- 22. Senior Debating team on the front lawn, 1981.
- 23. Computer Science class, c1983.
- 24. 1982 U14 premiers on Memorial Oval.



John Groom (OB '86) with, Andrew Burgess (OB '86) and Archie Downie (OB '86) celebrate their First XI victory over Marist College in 1986.

Today: John Groom with his family.

Many students who went to Hutchins in the 1980s have gone on to achieve great things – in politics, law, industry, the arts and as sportsmen. Three of our 80s Old Boys have shared their reflections on their time at the School with *Magenta & Black*.

John Groom OLD BOY (OB '86) AND CURRENT BOARD MEMBER

I arrived at the School as a boarder in 1983 and left as a day boy in '86. I'll never forget being shown to my bed and locker in 'Dorm 2' on that first night in Burbury House. It was scary to say the least! There were 14 beds in the dormitory and I understand that the most the students have these days is two!

A number of the teachers that I had at Hutchins have left deep impressions on me. Chris Rae in particular was and is a person that I have enormous respect for. Similarly Russell Morton was a teacher that I personally responded to and who seemed to be able to extract the best from the students. I also had a strong relationship with David Brammall, I suspect mainly due to being part of the cricketing fraternity!

We weren't as close to the teachers as students are today. The approach of many teachers, and certainly

the Head, was to remain removed and somewhat aloof and not to get too close to the students. The approach to discipline was also far removed from the techniques of today, particularly in the boarding house. Corporal punishment was still tolerated and let's just say that the 'big stick' was the preferred method.

I look back on my time at the School fondly though. Cadets was something that I particularly enjoyed and feel that the students would still benefit from today. I enjoyed my sport enormously as well and forged deep and enduring friendships. If I have a regret it's that I didn't explore other areas of learning including music and the arts generally.

There is no doubt that attending Hutchins assisted in my career, particularly since I have been running my own business. It is incredible how many Tasmanian business and political leaders attended the School and there seems to be an unspoken affiliation with other Old Boys.

John Groom is the founder and general manager of Acrodata, a Tasmanian business offering records and information management solutions to the government, professional services and corporate sectors. John commenced his career practising law prior to embarking on a quest to find a business concept to satisfy his entrepreneurial instincts. To this end he spent 10 years in Melbourne and Sydney honing his skills in senior management roles in two publically listed organisations in the records management industry. John is married to Anna and has two young children, Tommy and Lucy.



Edward Kemp (left) and James Temple (also an '87 Leaver) in 1978.

Edward Kemp (OB '87)

The Hutchins School I grew up in and enjoyed has changed significantly since I left nearly 25 years ago. Time has certainly flown by since the Class of '87 left the Ivied Tower and the School has developed incredibly since then.

Over the years I have visited the School spasmodically and have been pleasantly surprised by the way in which the grounds and infrastructure have evolved and developed to cater for the needs of today's students.

I distinctly remember the 'bush' at the back of the Junior School in the early to mid 1970s. There were pipes where we could hide in, play 'kiss bugs' with the girls and pretend to be in another world. I recall one incident in particular from that time which resulted in me having to face the then Junior Headmaster Mr Anderson in his office to explain why I was in a rock fight – a rather terrifying and nerve-wracking encounter. Now there are class rooms and a drop off area for the Junior School where the 'bush' once was. Times change...

Perhaps the most striking change I have noticed is technological innovation, not just in the way it is used to communicate information to parents and Old Boys but also in the way it has changed the way students learn. Back in 1985 I remember doing Computer Studies with Tim Sprod in the

computer lab. These prehistoric machines were slow, very difficult to control and entirely uninspiring. Today even I can operate an iPad and a PC. Tim would be impressed, even surprised!

Another subtler and more gradual change has been the way in which the School culture has evolved. This is perhaps most evident in how extra-curricular activities are viewed. Back in '87 the major sporting pursuits were cricket or rowing in the summer, football in the winter and possibly swimming and / or athletics during the brief change of seasons. The footballers, cricketers and rowers, rightly or wrongly, enjoyed a 'status' that is now not as obvious. And it's reasonable to say that this was what most independent schools of the day were like back then – a focus on sport with individuals who excelled in the arts or 'minority' sports such as sailing, rugby union and soccer (which are as recognised as any other now) remaining very much under the radar.

Now, however, every boy who attends the School has an opportunity to excel, regardless of where his talents may lie. This is a good thing and I am sure the School community is a better place as a result.

Recently I visited one of the true 'legends' of the School and an individual who has had such a profoundly positive impact on literally thousands of lives – Chris Rae. We spent an hour or so reminiscing about our time together at Hutchins. We agreed that whilst the School has changed a lot over the years – one thing remains a constant; the care and interest teachers have for the students. It is terrific to see that this is something that consistently rings true at Hutchins, and ensures the School remains the pre-eminent independent boys' school in Tasmania, and one of the country's best.

Edward Kemp is a Senior Associate at Melbourne based investment advisory firm, Evans & Partners. Since leaving school he spent the late 1980s and most of the 1990s in heavy industry and manufacturing in Tasmania and Western Australia. After leaving Tasmania in 1997 for Victoria, Edward moved into consulting prior to joining Evans & Partners in mid 2010. He is married to Rachael with four young children aged between 2 and 7 and he maintains strong friendships with many Old Boys of the school.



Newspaper clipping:

The Examiner Newspaper
24 March 1985

Andrew Fisher and the Hutchins crew winning the Head of the River in 1985 R-L: Andrew Fisher, Damien Suckling, Edward Burbury, Robert Senior, Phillip Pearce, Douglas Burbury, Damien Gray, Richard Bignell, Mathew Hale and Giles Fisher (insert). The squad of ten (including 2 coxes) included eight boarders.

Andrew Fisher (OB'85)

With a son now in Year 9 the most obvious change I have noticed as an Old Boy and past boarder is the different approach the School now has in the teaching and care for the boys. Not to say we weren't encouraged in the past, but today the teachers seem to take an active interest in how the boys are developing as individuals and also how they are going as students of the School.

A few decades ago, it would appear that perhaps students were taught and instructed in a fairly regimented way according to certain set of guidelines. Now the same subjects and ideas are taught with a far greater degree of interest in what the boys think and how they are interpreting what is being taught. The approach seems to be more that of a mentor helping out a young bloke than a boss telling his employees what to do.

The boarding house has had an amazing transition from a place that rural parents had

to send their boys if they wanted to educate them in town, to somewhere you would want to send them for the opportunities and camaraderie it provides. The boys are looked after by a great group of both families and individuals not too dissimilar to themselves (just older and wiser maybe!) and the enjoyment both parties get from their involvement in the house is very clear. Whilst the underlying discipline is always there, there is a great interaction and respect of opinions between both parties and the boys are treated like family members more than just people in their care.

Andrew Fisher has spent the last 26 years involved in and around agriculture, from working as a jackeroo in Western Australia, a wool classer in Victoria, and a brief stint shearing in the UK. Andrew married his wife Sarah 17 years ago and has three children: Will 15, Alexandra 14, and Harry 6. He currently splits his time between farming and working for Roberts Ltd as a Rural Property Agent.



Lucien Patiniotis (Year 2) and Mrs Jenny Johnston.



Ben Davie (Year 2) and Mrs Jenny Johnston.

VISION AND CARE:

THE JOHN BEDNALL CENTRE FOR LEARNING SUPPORT

Marketing and Public Relations Manager Sarah Caddick sat down with Head of Student Support Services Jenny Johnston from the John Bednall Centre for Learning Support.

The day I visit the John Bednall Centre for Learning Support to put the finishing touches to my interview with Jenny Johnston, I walk in on a conversation between Jenny and one of the other staff members at the Centre. Both are visibly excited as they share the story of a Junior School student who has completed a Mathematics test from beginning to end. To many this may not seem a huge achievement. But, as Jenny shares with me, for this particular student it is a remarkable feat.

“When this student first came to the Centre it would take him such a long time to get here as he would get continually distracted. To come from that to sitting still for an hour and focusing on a test really is amazing,” she says.

This achievement provides a prime example of how the Centre’s staff work as a team to achieve learning goals for individual students. Jenny Johnston says the approach of the Centre today is the result of vision, dedication and the adoption of the latest research and techniques over decades.

“In the 1970s Hutchins began to recognise the need to provide for students with different learning needs.

A support centre – housed in a single classroom – was established near what is now the Hutchins Early Learning Centre. ”

Since then the Centre has undergone a quiet but steady evolution into an outstanding integrated learning and curriculum support facility. Today, over 250 to 300 Hutchins students may pass through the doors of what is now known as the John Bednall Centre for Learning Support during any given week of the school year.

Now a fully equipped multi-classroom facility located near the Junior School, the Centre caters for students with a huge range of learning needs and provides teachers with resources and support.

Jenny Johnston says the Centre is no longer known as just a place for the very gifted or for those with learning difficulties.

“In the past the Centre seemed to be a place where the two ends of the spectrum converged. Former Headmaster John Bednall wanted to develop the Centre into a resource for the whole school where a range of programs could be run.”

Mrs Johnston says a far more integrated approach was also required with a plethora of research – in areas such as the autism spectrum – indicating students could not simply be placed in one category or another, and addressed with a ‘one size fits all’ approach.



Henry Oddie (Year 2).

"For example, some high achieving students may also need behavioural or emotional support," she says.

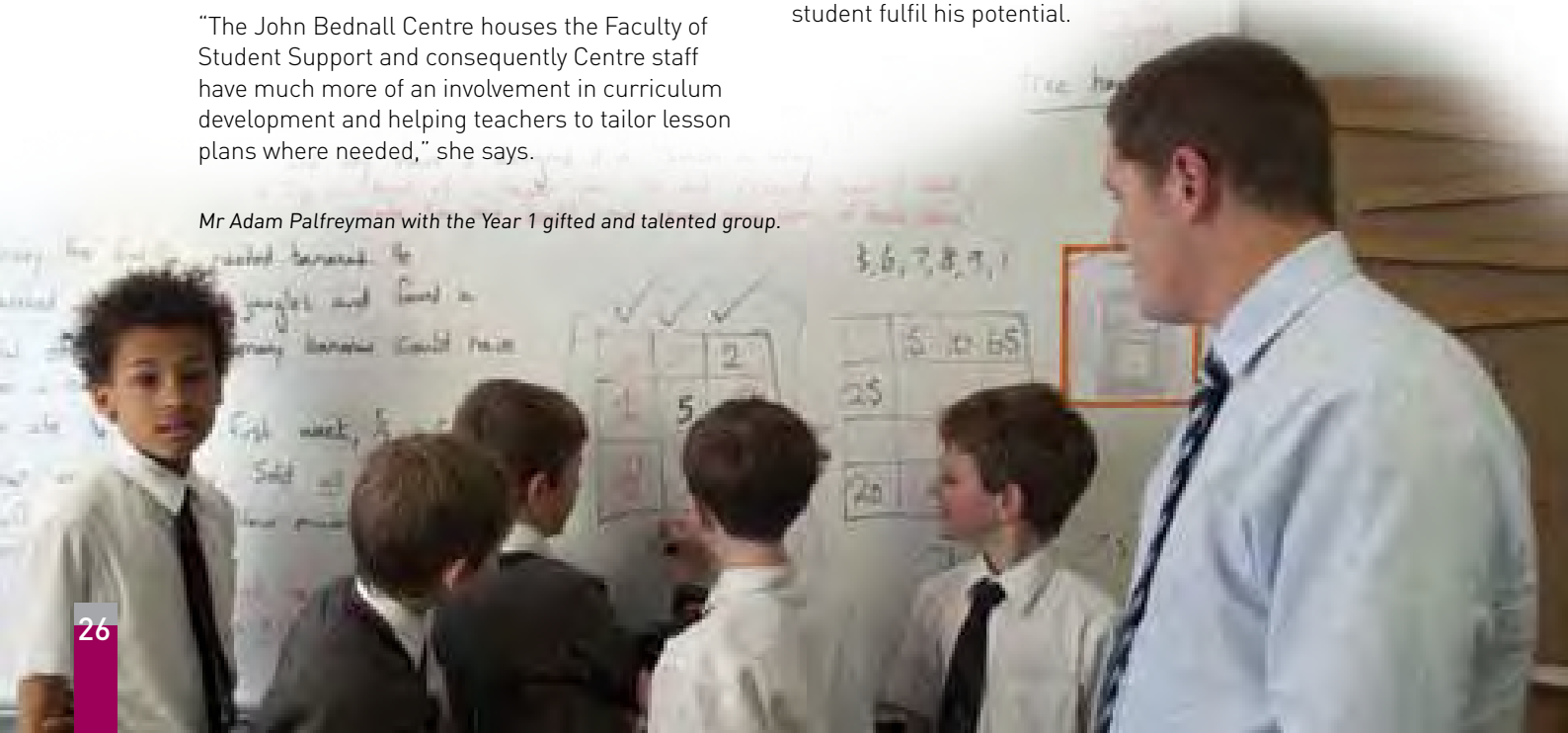
"A tailored approach is needed for each student and there is close liaison between the Centre, medical professionals such as psychologists, paediatricians, speech pathologists, occupational therapists and most importantly, our teachers."

"Teachers at the Centre use evidence-based practise. Our methods are supported by research and our knowledge of disabilities. This may include assistive technology such as voice recognition software, editing suites and the use of the internet to correspond with students in other places."

Jenny Johnston says under Headmaster Warwick Dean, the Centre has also become a vital resource for staff.

"The John Bednall Centre houses the Faculty of Student Support and consequently Centre staff have much more of an involvement in curriculum development and helping teachers to tailor lesson plans where needed," she says.

Mr Adam Palfreyman with the Year 1 gifted and talented group.



"The Centre's focus is now to steer new developments and being at the cutting edge of innovation for curriculum planning and catering for students that may need different types of (curriculum) programming."

"The best thing about the role is the collaboration between staff and I really think that everyone is working towards the needs of students."

The change in how the Centre is perceived has not only occurred among staff. Students' ideas about what the Centre is have also changed.

"Any student can access the Centre – it is even a quiet space for students that need a safe haven or who are in need of emotional support, as well as for those students who have behavioural challenges."

"Students have become more engaged and eager to participate in all Centre activities. There is really no stigma."

One of the best examples of this is the 'Lunchtime Challenge' activities which are open to all students. Challenge activities include construction, problem solving and philosophical discussion.

As the Centre's reputation has grown, Jenny Johnston says many parents of children with unique needs have chosen Hutchins as they know not only will their son be given the support he needs but also receive a well-rounded experience and a plethora of other opportunities through extra-curricular programs.

The Centre now boasts many success stories – through its accelerated learning programs as well as helping other students to bridge the gaps enough to achieve more than they ever thought possible.

Whether this achievement is completing an online writing course at the Centre through Harvard University, or the excitement at completing a Maths test, it is clear all students benefit from the determination of Jenny and her team to helping each student fulfil his potential.



OUR eLearning ROADMAP FOR 2020

HUTCHINS eLearning



By Dr Jill Abell - Director of Information Services
& Mr Kent Moore - Co-ordinator of eLearning

Students in Year 9 are now using their mobile devices to organise their learning and co-curricular activities, download and submit assignments and engage with teachers. They use specially designed apps to assist with these tasks.

The skills our Year 9s now have are just one example of The Hutchins School's eLearning strategy of "ICT as an enabler" at work. Using ICT to leverage student achievement is the central tenet of our roadmap for the future of learning. It will be 2020 when our current Year 3 students graduate from the School. Our planning has to embrace both

mobile computing and personalised learning so that we are:

- preparing students to learn, live and work as global citizens;
- using quality digital content from around the globe;
- teaching with strategies and tools to create, deploy and track engaging learning experiences; and
- using advances in high speed broadband and communications technologies as well as social networking for cost-effective ICT investment.

A NEW VIRTUAL LEARNING ENVIRONMENT: PEARSON'S >> frontier

A partnership between Tasmanian schools has been established to take advantage of opportunities presented by the NBN rollout. The Connecting Any Student Any School (CASAS) project will allow any Hutchins student to be connected easily in a safe and secure way to any school or student throughout Tasmania, allowing them access to data from a range of schools, education institutions and authorities.

The Hutchins School is part of the project trial.

Our virtual learning environment (VLE) includes features such as video and web conferencing and digital portfolios. It will be operate alongside our student management system for reporting and assessment and our integrated digital library system. Our school is providing innovative personalised learning opportunities that embrace practical, hands-on and local, national and global eLearning programs and services. Students will be able use their digital portfolio records for tertiary studies, career pathways and industry placements.

The learning platform for Hutchins will take final shape over the next six months to become a purposeful online teaching and learning environment that overlaps and blends with the physical learning environments of our school. In this blended model traditional face-to-face teaching remains paramount and the relationship between Teacher and Students is central to a student's learning at Hutchins.



FATHERS AND SONS “BUILD YOUR OWN PC” WORKSHOP

Early in Term 3 George Duckett, Chairman of the Student IT Committee, along with Mr Kent Moore joined forces with Old Boy, James Murdoch’s business, Tasmanian Principal Computers and provided an opportunity for us to run a build your own PC program. This gave students and their fathers a chance to learn about the components which make up a PC and the techniques used to assemble one. Students from Year 6 through to Year 12 participated, and all agreed it was a wonderful experience.



Fathers and sons work together to assemble PCs.

HUTCHINS STAFF AND STUDENTS DEVELOP APPS

The eLearning team of Mr Kent Moore, Co-ordinator of eLearning and Science/Mathematics teachers, Mr Brett Smith and Mr James Seddon, together with student IT Leader Jack Pereira have produced a “Sustainability Trail” app for the University of Tasmania’s School of Geography and Environmental Studies. The app assists visitors to the UTAS Sandy Bay campus with exploring the interpretive trail. Text, audio and images are linked across various screens to make the visitors’ journey informative



Students taking part in a LAN party.

Mr Ian MacRae, Information Technology Manager, and Patrick Moore (Old Boy), Computer Technician, provided fantastic support for the day.

COMPUTER LAN GATHERINGS

Twice a year the students and Mr Kent Moore get together and run their own LAN (local area network) meeting. Students from the Student IT Committee in the School meet to enjoy network games and other activities. Students spend time establishing their own network and work through the inevitable problems associated with getting computers to ‘talk to each other’. It is a fun time and acknowledges their contributions around the School.

and engaging. The trail contains 15 stations and examples of sustainable aspects of the university. It is designed to be used on tablet devices and caters for school groups visiting the campus.

Mr Brett Smith and Mr James Seddon (OB ‘01) and students are leading other app developments at the School. This ‘future’ technology can have tremendous implications for ICT teaching and learning into the future.

One example is the Power of 9 Coastal Studies App – an application that allows our Year 9 students to collect and record coast data. It provides students with a wealth of information at their fingertips for their coastal studies. The students are then able to export their data via email and import it straight into a spreadsheet for analysis. The app was developed by Mr Brett Smith and Mr Peter Starkey



with programming by Mr Brett Smith and Mr James Seddon. Experiments the app is used for include:

- foreshore species diversity, structure and abundance
- profiling the structure of the beach
- looking at sediments on beaches and investigating the differences in sand structure
- studying the impact of current and past weather and tides at a location
- investigating the abundance and diversity of amphipod (sand hoppers) numbers on the beach
- chemical analysis of seawater (pH, dissolved oxygen, turbidity etc.)



Teachers Mr Brett Smith and Mr James Seddon (OB '01) sharing their knowledge of programming platforms.



Year 9 student Fergus Richardson enjoys being able to organise school work and co-curricular activities using the Hutchins Organiser app.

THE DIGITAL LIBRARY

Parents are encouraged to explore the new digital library which has been received enthusiastically by the students. The library is available through a mobile device such as an iPad or iPod or any e-reader by downloading the free Overdrive Media Console software for audio-books. To download and read e-books from a PC, Adobe Digital Editions is required, which is also free to download. Instructions to download the two free software items are available from the School's intranet page or <http://hutchins.lib.overdrive.com>. In order to successfully download books, students need to ensure they have no overdue print library books. The State Library of Tasmania (LINC) also has a digital library, which students and families can access through their branch membership.



Students and staff can now download audio and e-books from the Digital Library.



Tasmanian Training Awards School-based Apprentice of the Year Aaron Zantuck.

PRACTICAL PATHWAYS: VET AT HUTCHINS

By Sheree Malarski

Careers and Vocational Learning

The introduction of (VET) Vocational Education and Training courses to Hutchins over the past few years has brought greater variety in course choice for those senior students who prefer a more practical focus to their study. In addition students gain a qualification which is relevant to specific industry pathways and provides a clear statement to employers of the skills and experience a student has in a particular area.

We are excited to have students participating in VET Hospitality, Construction, Cookery, Agriculture and Maritime courses.

Over recent years students have also been able to participate in VET programs which are not offered at Hutchins. With some creative timetabling, students are able to move between two schools whilst still completing their studies at Hutchins.

School-based traineeships are a new concept at Hutchins which enable students to have their part-time employment officially recognised. Several students working in local fast food outlets are enrolled in Certificate II in Retail. Whilst the work is generally undertaken outside school hours, the qualification is recorded on the students' Tasmanian Qualifications Authority Statement and provides additional TCE Participation Points.

Perhaps the best example of how far we have come in this area is the Schools' success at this year's Tasmanian Training Awards. Three of our Year 12 students: James Norris (Hospitality) David O'May (Construction) and Aaron Zantuck (Agriculture) were named State Finalists in the Awards. Conducted annually by Skills Tasmania the awards recognise, reward and honour the achievements of vocational students for their endeavours in gaining the highest standards of knowledge and skills within their industry.

Aaron Zantuck took out the School-based Apprentice of the Year Award and, as this edition of *Magenta and Black* goes to print, Aaron is representing Tasmania at the Australian Training Awards in Brisbane.

In 2010 Aaron completed a Certificate II in Agriculture through the Claremont College program and this year he is employed as a school-based apprentice. Aaron works one and a half days per week on two large farm properties, undertaking a Certificate III in Agriculture. In addition, Aaron helps run the family's 200-plus acre property, is a qualified Volunteer Firefighter and has been a member of the Australian Navy Cadets for the past five years.

The newest additions to the VET offerings of Construction and Cookery have been popular with the students - not only for the qualification but for providing the opportunity for acquisition of a range of very useful and relevant life skills. The great value of vocational programs is their connection to the "real world" and for some students it is this connection that enables them to see the relevance of what they are studying enabling them to put their learning into context.

With careful planning and the ability to access a range of VET programs, there is no need for students at Hutchins to close off career options. Academic completion of Year 12 and an entry-level qualification can be a dual pathway for those who wish to keep their options open.

VET programs are providing a broader choice for students at Hutchins, and the feedback from parents is that these courses can change and enhance a student's attitude towards the value of completing their studies to Year 12. It also enables students to enjoy a level of satisfaction and success which for them may not come from other mainstream courses.



Head of Senior School Duncan Warters adds names to the Good Man Board in the Senior School staffroom.

THE “GOOD MAN” BOARD RECOGNISING CHARACTER

By Duncan Warters - Head of Senior School

Perhaps one of the most significant changes in independent boys' schools since the 1980s is the growing importance placed on rewarding young men of good character. As explored in the last edition of *Magenta and Black*, Hutchins has been leading this charge through its Kindness Policy, mentoring programs and the Good Man Award.

At Speech Night a Year 12 student is awarded the Ben Chuck “Good Man” Award. The award recognises a student who exhibits integrity, honesty, humility, kindness, strength of character, determination compassion and empathy. A significant outcome of the Year 11 Leaders' Conference at the end of 2010 was the need for those who do the right thing to be acknowledged. It is important students know that what they do is appreciated and does make a difference. This started me thinking: how are we able to provide this recognition?

Hence the development of the “Good Man Board.” A simple whiteboard in the staffroom now allows staff to write down the names of students they see doing the right thing. The whiteboard is divided into sections which allow staff to record positive actions or behaviour. These may include: wearing their uniform correctly, being polite and courteous,



Nurturing relationships: ELC and Year 12 students from Thorold House take part in tree planting activities.

assisting others or being honest. These traits support the notion of a “Good Man” and uphold the values of the School and the wider community. So far this year I have sent home over one hundred letters to students and their families to recognise the small, but significant contribution that is being made to our community.

Through the kind, respectful and meaningful deeds of students, relationships are being built and cemented. A prime example of this is when a student comes to me upset that they have misplaced an iPod, phone or other valuable item and I have great pleasure in being able to return it to them because someone has handed it in.

By involving teachers and students in the Good Man Board the ideals of good character are promoted and rewarded – not just in the awarding of the annual prize – but throughout the year. The Good Man Board is one of a range of initiatives at Hutchins which teaches students that good men do something to help others, speak up when they see wrong and move gently within our community forging strong relationships.



Friendships make the Boarding house a home: the new recreation areas encourage interaction.

A NEW ERA IN HUTCHINS BOARDING

By John Devine
Director of Development

Since it first opened in 1964 Burbury House has been home to generations of country families from Tasmania, the mainland and international students from a growing number of countries. Although the house has served the boarding community well for almost 50 years, it was decided about five years ago that there was a need to upgrade the facility - not just to continue bringing it into line with some of the current boarding facilities around the world - but to create an environment comparable to some of the best boarding facilities internationally.

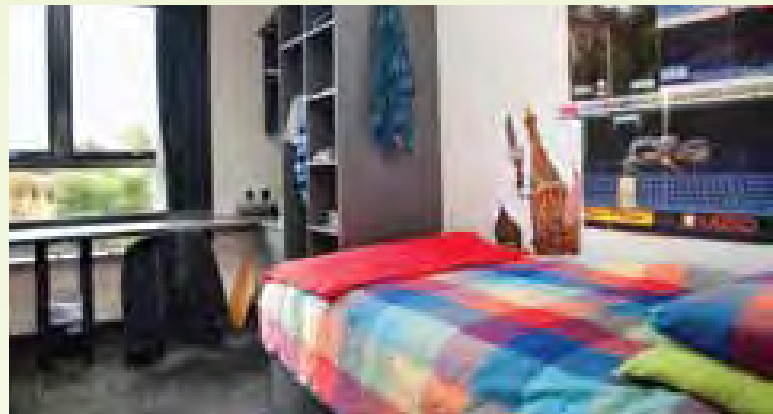
In 2008, as part of the School's Strategic Plan, a "Change Team" led by the then Director of Boarding John Devine and Matron Andrea Kooyman was formed. The team was tasked with creating a "wish list" of design and functional features. Ms Jenny Self and Mr Ken Barnes managed the project. Headmaster Warwick Dean gave his full support and maintained a keen interest and hands-on approach throughout. The team inspected leading boarding schools across Australia, incorporating some of the best design elements into the new house.

There were many factors to consider in coming up with an initial list of requirements. These included: creating an environment that remained warm and inviting but which also gave boarders more private space. Attractive community and leisure areas were



Anyone for tennis?: table tennis is just one of many options in the specially designed games room.

also vital to encourage interaction and to help boys from different year groups and backgrounds build rapport. Vitally, careful consideration was given to the importance of boarding at Hutchins and to the nature of the residential community we wished to create. The result of thorough research and taking



Room with a view: spacious rooms give boarders plenty of room to study, store belongings and relax.

into account all these considerations is, we believe, a unique, practical and appealing environment with intelligently designed living and learning spaces.

The boys are accommodated in single or twin rooms. Other features include a games centre, theatre room, student study areas, communal social spaces, multimedia room and projects areas. A new kitchen facility and upgraded dining area was a must - not only to improve the mealtime experience for boys but also to create a smart function room for other community events.



THE HUTCHINS MARINE SCHOOL

A SCHOOL WITHIN A SCHOOL

By Peter Starkey
Director of Marine School

Who would have thought Hutchins would have a school dedicated to Marine Studies alone? This would have surely been a dream for many boat-loving students of the 80s. With our island setting and close proximity to Hobart's waterfront, Hutchins is ideally situated to offer students courses in Marine Studies.

The Marine School exemplifies the concept of a school within a school. The curriculum is aimed at triggering interest in the world of water and developing career pathways around the marine environment. It is often asked, where is the Marine School? It is not limited to a structure but rather utilises the facilities that exist within Hutchins, around Tasmania and extensive use of the waters of our island.

The curriculum starts with Boat Safety courses in Year 3 and expands through Marine Sciences, Marine Engineering and Design, Marine Business, Boat Handling and Seamanship courses and, of course, Recreation. The School has forged partnerships with Marine and Safety Tasmania, Yachting Australia and Seafood Training Tasmania to deliver aspects of the curriculum.

The Marine School continues to grow as students come to Hutchins to explore this unique concept.

Junior School students learn boat safety at the Hobart Aquatic Centre.

Most importantly a nurturing, caring environment is provided by Director of Boarding Mr Josh Hanek and his team as they look after the boys and assist them as they develop into young men. Academic support, pastoral care, spiritual guidance and social opportunities are provided to the boys. The boarding house has always been the heart and soul of the School. With this new facility it will continue to be so many years into the future.

The response of our boarding parents has been overwhelmingly positive. On visiting the new house, parents commented on the care that had been taken to balance functionality with creating spaces where our boys can feel at home.

Boarding parent Melissa Fergusson summarised the sentiment among boarding parents for *Magenta and Black*:

On behalf of the Burbury House Parent Support Group I would like to pass on our sincere thanks to the Board, its committees and the staff of The Hutchins School for the excellent redevelopment of Burbury House.

The boys are really thrilled with the building layout. The maximum of two boys per bedroom, relaxation areas and modern interior have significantly changed the nature of their boarding experience.

The commitment and planning required must have been extensive. We would like to acknowledge the great leadership and enthusiasm of our Headmaster Mr Warwick Dean and Business Manager Ms Jenny Self.



Boarders enjoy breakfast in the new dining room.

It is also important we note the valued input of past and present Burbury House staff, especially Mr John Devine, Ms Andrea Kooyman and Mr Josh Hanek. Their ideas, knowledge of the house and research into other boarding schools have been very successfully incorporated into the plans.

Our boys and future generations of boarders will enjoy these beautiful facilities for many years to come.





Musical interaction: the Hutchins School and St. Michael's Collegiate School Combined Concert.

NEWS BYTES

NEWS SNIPPETS FROM AROUND THE SCHOOL

- It was with great delight that our ICT team formally launched the new "Hutchins Organiser" app. In a first for any Australian school, the Hutchins Organiser application helps students plan for day-to-day school life via their mobile devices - by providing access to their class timetables, reminders such as uniform requirements, homework due dates and special dates in the School calendar. It also has features designed to allow students to interact with teachers and download material for schoolwork.
- Also in ICT news, attaining High Distinctions and the highest scores in the state, **Buddhaholy Siu, Jack Pereira and Harrison Woo** each received the UNSW medal for their performance in the International Competitions and Assessments for Schools (ICAS) – Computer Skills competition.
- Year 12 student composer **Alec Shea** has had a composition accepted by the Tasmanian Youth Orchestra's Emerging Composers Workshop.
- Year 11 student **Jeremy Yang** has won the Tasmanian Symphony Orchestra's "Rising Stars" competition for Youth Concerto Performance.
- On Friday 19 August **Year 4 students** participated in Wakakirri - a national story-sharing arts festival that challenges schools to 'make a positive impact on the world around you'. Students performed a story-dance entry titled 'One Voice'. The story focussed on the problems that human impact causes for animals on every continent and what they could do to make the world a better place. They were rewarded for their imaginative performance: winning first place in the state, as well as the award for "Most Creative Use of the Signature Item."
- The spectacular tile **Mosaic Mural** created by Junior School students from Years 3 to 6 was unveiled during this year's Anniversary Week. The stunning piece created from donated coloured tiles has already attracted much attention since it was completed. Created to overlay a wall near the entrance to the Junior School, the mural has transformed the feel of the courtyard and basketball court. A plaque acknowledges the hours of work done by Artist in Residence **Ms Tanya La Paglia** in assisting students. Others involved include Year 10 student **Kaelan Durbin**, who helped draw the animals, Art Aide **Mr Brad Trost, Mr Alan Spinks**, Art Teacher **Mrs Rebecca Terry** who co-ordinated the whole project and the **Maintenance Team** who had the challenge of installing the mural on the wall.
- It's not often the residents of Hobart get the opportunity to experience a high quality musical event featuring pieces which span centuries and traverse an array of genres. As such, it was an excited audience of around 500 which gathered at St David's Cathedral



Hutchins Art Prize Winner Helen Wright.



The striking and intricate Junior School mosaic mural.

In character: Middle School students get ready for their matinee performance of "Pirates of Penzance"

to attend the **St Michael's Collegiate School and The Hutchins School Combined Concert "Baroque to Jazz"** held at the end of Term 2. The audience was rewarded with a platter of musical treats ranging from Baroque to Barbershop. Outstanding acoustics highlighted the outstanding performances of all students.

- A trip to Oatlands in Tasmania's midlands has provided Year 9 students with a unique opportunity to share their skills and experience a slice of Hutchins rowing history. A group of Year 9 students, accompanied by Hutchins parents **Mr Andrew Hall** and **Mr Andrew Fisher** volunteered their rowing skills to conduct a workshop at Lake Dulverton with students from Oatlands District School.
- **The Hutchins Art Prize** Gala Opening and presentation of awards by the Governor of Tasmania, The Honourable Peter Underwood AC, on Monday 17 October was a lively event in the Long Gallery attended by around 300 art lovers from the Hutchins community and beyond. Notable Tasmanian printmaker **Helen Wright** won the Hutchins Art Prize valued at \$15,000 with her relief print "The Exquisite Corpse of Seaweed Man".
- The **Middle School's** performance of "**Pirates of Penzance**" was a huge success, drawing crowds of teachers and students and primary school students from other local schools.





“JUST CALL ME BAZZA” A TRIBUTE TO BARRIE IRONS

*As teacher, cricket coach and Hutchins “top tour guide” Barrie prepares to step away from the frenetic pace of Deputy Headmaster, teacher and long-time friend **Mr Chris Rae** reflects on Barrie’s time at the School.*

“Barrie arrived at The Hutchins School from Mentone Grammar in 1990 along with wife Di and his four children.

First impressions of Barrie were of a happy, welcoming ‘people person’, always with a smile on his face - and despite juggling a multitude of jobs, asking, ‘can I help you?’.

One of the most significant legacies Barrie will leave is the culture of greeting others, something that was not so evident before he arrived. Consistently he has emphasised the importance of courteous or respected relationships within the community, along with a sense of genuine connection. His care for student welfare has been exemplary with much time being devoted to supporting those with challenges in life and always being prepared to provide support or guide them positively.

Barrie has devoted an enormous amount to the co-curricular program especially to his passion, cricket. He has been both a sporting and life coach to so many in his teams. He maintained an approach to competition which was according to the code of sportsmanship; being humble in victory, acknowledging opponent achievement and controlled and respectful in defeat. He has helped the School achieve huge success in this area, including putting much time, effort and preparation into organising cricket tours (interstate and

overseas). He has always been passionate about the benefits players gain through these experiences, helping them develop into well-rounded individuals.

Barrie’s commitment to his work is undeniable. Perhaps only the rowers would know how early he gets up to check his emails, as his office light is usually the only one on in the early hours of the morning when many other teachers are still tucked up in bed! His passion and commitment as a Business Studies teacher has stood many students in good stead in terms of awareness of financial matters and the future.

As a very compassionate man, his love of animals (which runs in the family) should also be mentioned. His adored dog, Foxy, was very important to his life. Most early mornings he was seen walking along Churchill Avenue with Foxy in tow along with former Headmaster, Bill Toppin and his dog, Washington.

Many staff and parents could comment on another life Barrie might have had - on the stage or perhaps as an auctioneer, with his abilities as “wheel master” elevating the Chocolate Wheel at the School Fair to somewhat of a Hutchins institution. He has loved this role, one which required no effort on his part. To him it has been just pure enjoyment! The Leavers’ Dinner provides another opportunity for him to get behind the microphone. His annual parting message to the Leavers is “just call me Bazza”.

Thank you for your leadership of ‘service to others’ and in the process the wonderful enrichment brought to the lives of so many who have had the privilege of a working association with you.



A TRIBUTE TO BARRIE IRONS

Editor: We are all glad that "Bazza" will rejoin us next year in hopefully what is a more relaxed role for him, doing what he does best and taking new families on tours of our school. We are sure he may have just a few stories to share along the way.

Below are a few comments from some students who knew Barrie well - three of Barrie's former cricket captains.

"He forms terrific bonds with people that give them the confidence to be themselves and perform at their optimum capability.

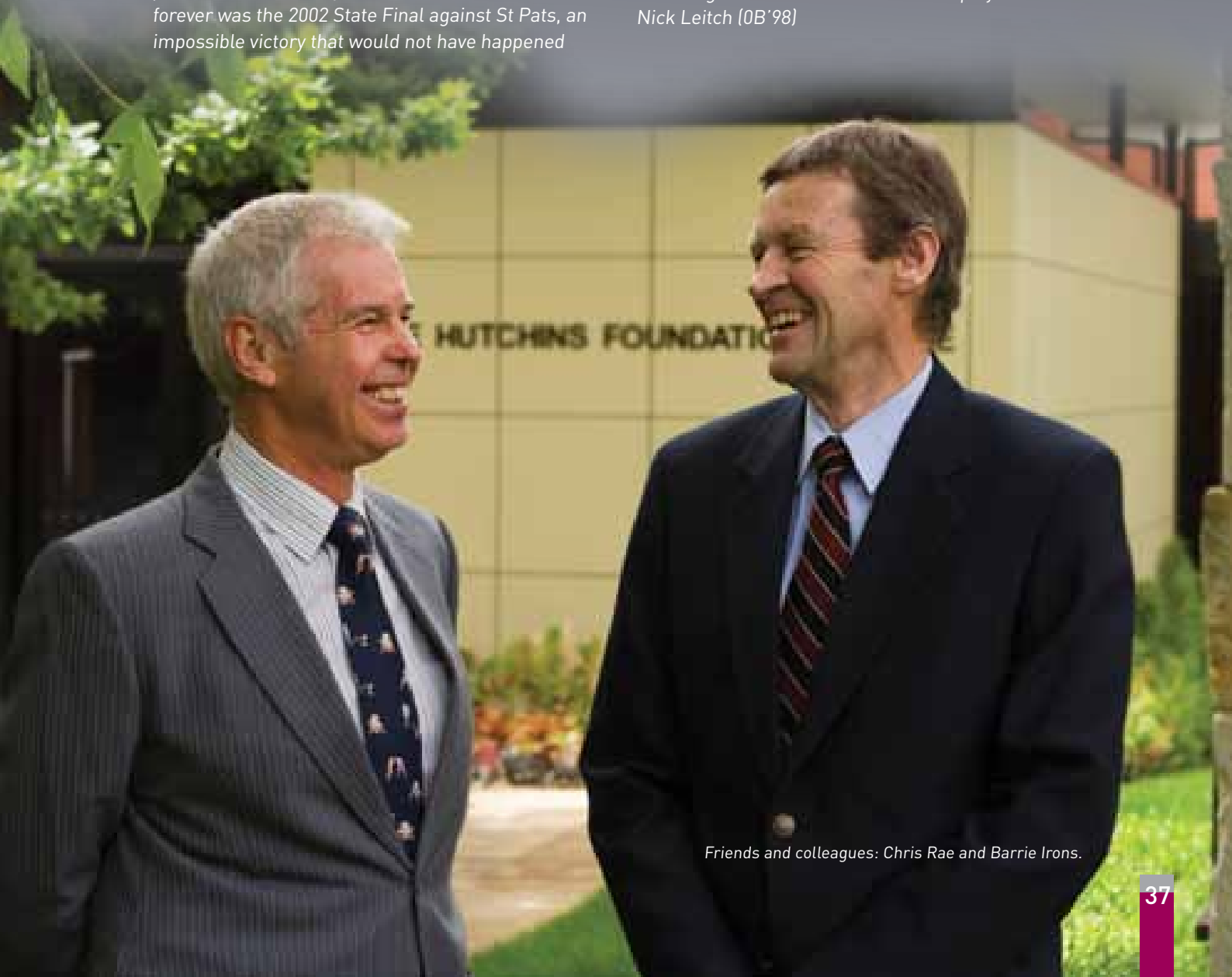
His passionate attention to detail is second to none." Tim Scott (OB'93)

"Barrie had a positive impact upon every student he came into contact with at Hutchins. Full of character, wisdom, patience and faith, Barrie is surprisingly funny and has a zest for life that is infectious. His devotion and love for cricket at Hutchins cannot be acknowledged enough. Without Barrie cricket trips to South Africa, New Zealand, India and Melbourne would never have been possible. One memory that will remain with me forever was the 2002 State Final against St Pats, an impossible victory that would not have happened

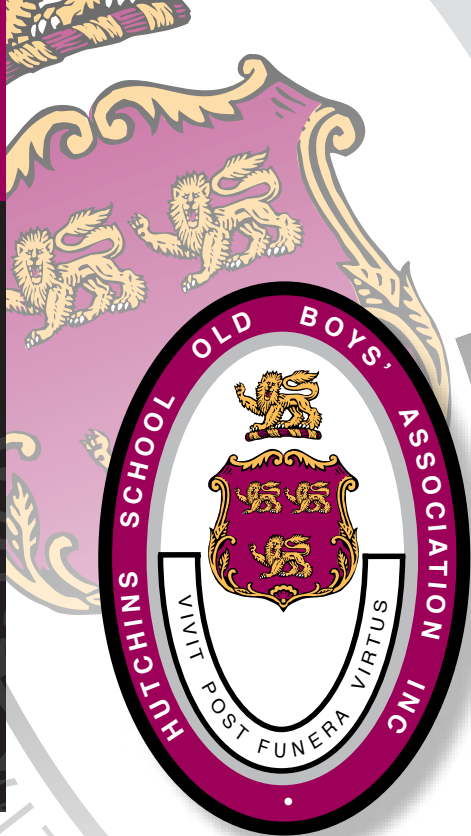
without Barrie's belief in us. All the best for the future Baz, you've played a great innings!" - Tom Coyle (OB'04)

"Barrie taught us a lot about leadership, respect and discipline. Whether he meant to or not, he instilled these into the guys he coached. You always knew where you stood with Barrie. If you were in the wrong you would know about it without him needing to say anything...the 'look' would be enough! A few of us who went on the South African Cricket Tour in 1998 would no doubt be able to describe this 'look' for you!

Like many involved with cricket at Hutchins, I noticed Barrie enjoyed a stroll around the boundary line during a First XI Cricket match. He used to set off, carrying his little seat, talking to every man and his dog as he made his way around the ground. Then he would make his way up to the bench seat at the top of the hill overlooking the ground and sit there next to Mr Brammall and watch every ball being bowled. Occasionally, you would hear him bellow out words of encouragement or reassurance to his players!" - Nick Leitch (OB'98)



Friends and colleagues: Chris Rae and Barrie Irons.



OLD BOYS' NEWS

DR NATASHA CICA (OLD GIRL '85)

launched her new book *Pedder Dreaming: Olegas Truchanas and a Lost Tasmanian Wilderness* on 17 September at the National Portrait Gallery in Canberra. Dr Cica (1985) is now the Director of the Inglis Clark Centre for Civil Society at the University of Tasmania. The book tells the story of Lithuanian emigree and wilderness photographer Olegas Truchanas, who worked with a group of Tasmanian watercolour painters in the early 1970s to try to save Lake Pedder from flooding. Olegas's son, Nicholas Truchanas, is also a former Hutchins student. The book features unpublished photographs from the Truchanas (OB 85) family archive, and reproductions of paintings by Hobart artists Max Angus, Patricia Giles and Elspeth Vaughan. *Pedder Dreaming* was launched nationally by Her Excellency Ms Quentin Bryce AC, the Governor-General of the Commonwealth of Australia.

JOSH PEACH ('93)

was among a number of Tasmania Police Officers who received Commissioner's Commendations this year for his involvement in the night-time rescue of seven people involved in a light plane crash on Mount Strzelecki on 15 October 2010.

JOSH TIMBS ('01)

won a gold medal at this year's Special Olympics World Summer Games in Athens. Joshua won the medal for the 800m freestyle, taking 26 seconds of his personal best.

WILL BURBURY ('87) AND DAVID ARCHER (1984)

have formed a new mining company Sheffield Resources Ltd. to look at heavy mineral sands projects in the north Perth basin. Will and David have also been involved in iron ore exploration in Perth.

RICHARD MUIR-WILSON ('73)

is working at the Waratah Wynyard Council as a community development officer, and has played a key role in helping the town create and maintain its now world-famous network of walking tracks.

JAMES MURDOCH ('00)

has opened two new computer shops in Hobart. James started his first business, Principal Computers, while still a student at Hutchins.

CAMERON VEAL ('01)

has completed a PhD in Marine Physics at the University of Queensland. Cameron lives in Brisbane with his wife Maya and is working as the University of Queensland Boating and Diving Officer.



Hutchins athletes reunite: Ryan Foster, Hamish Peacock and Tristan Thomas were snapped by Barrie Irons at the recent All Schools Athletics Carnival in Hobart.

RYAN FOSTER('06), HAMISH PEACOCK('08) AND TRISTAN THOMAS('04)

were recently reunited at the All Schools Athletics Carnival in Hobart. **Ryan** is an Australian middle distance runner who specialises in 800 metres. He holds two Australian National records (the indoor 800 metres and the indoor 1000), as well as five School records (indoor 800 metres, indoor 1000 metres, indoor mile, indoor distance medley relay,



outdoor sprint medley relay). Ryan was also the first Tasmanian to break the four minute mile barrier. He has won four "Big Ten" 800 metres titles, and is an All-American Champion in both 800 metres and the mile run. **Hamish** is now ranked second in Australia in javelin throwing, and 104th in the world. He recently broke his own state record – winning the Australian University Games title on the Gold Coast – and is hoping to qualify for the London Olympics next year. This was an amazing effort considering he has battled multiple injuries and underwent elbow surgery earlier in the year. **Tristan Thomas** is a three time World University Games medallist in Athletics. Tristan earned his first silver medal in 2007 in Bangkok and continued on to win two gold medals at the 2009 World University Games in Belgrade. At the Osaka Grand Prix in May 2009, Tristan sliced 0.18 seconds off the personal best he recorded in Sydney to place second in 48.68, recording what was then the third fastest time in the world that year. Tristan remains the Tasmanian 400 metre record holder.



THOMAS GIBSON ('01),

won a Gold Medal as part of the Australian Lightweight Men's VIII at the World Rowing Championships held in Slovenia in September. There to support him were former Hutchins students and Head of the River winners rowers Leith Thompson ('70), Wayne Newitt ('70) and Alex Thompson ('00).



At the wedding of David Mathewson are, from L-R: John St Hill (1991), Euan Mitchell (1991), David Mathewson (1991), Ed Hickling of Manchester, Adrian Bird (1991), Scott Nicholson (1991) & Ian Mathewson (1985).

Hutchins Old Boys and former Hutchins First VIII rowers support the Australian Lightweight VIII team at the World Championships in Slovenia, (which included Hutchins Old Boy Thomas Gibson.) L-R: Leith Thompson (5 seat) 1969 and 1970, Alex Thompson (3 seat) 2000 and Wayne Newitt (7 seat) 1970.

DAVID MATHEWSON (1991)

was married to Liz Robarts of Manchester, UK at Ruthin Castle, North Wales on 19 August 2011. The wedding was attended by a number of Old Boys including John St Hill (1991), Euan Mitchell (1991), David Mathewson (1991), Ed Hickling of Manchester, Adrian Bird (1991), Scott Nicholson (1991) & Ian Mathewson (1985).



Old Boys and partners visit the Junior School library for a story telling session.

HSOBA

The HSOBA has had a year of transition with Mr Gene Phair (OB '87) being elected as President of the Association and Mr John Devine undertaking the role as Director of Development.

Major improvements are being made to the Old Boys' website and we encourage all members to visit regularly to be updated on the latest news and coming events at <http://www.hutchins.tas.edu.au/old-boys/>. Another key focus for us is the continuing development of a mentoring program, creating a community directory and supporting a club and society program.

Numerous HSOBA events have been run in the latter part of 2011. The Anniversary Week



program was certainly a highlight. The Old Boys were victorious in the inaugural touch rugby game but were controversially upset in this year's Anniversary Debate. The Old Boys' Reunion held at Hadleys was a wonderful night and enjoyed by all. August also saw the unveiling of our latest "Hutchins Lion", Battle of Britain hero Stuart Crosby Walch.

A separate ceremony in September was held to honour his involvement in the Battle at which a commemorative plaque was unveiled. The Ray Vincent Lunch was held in Burbury House on

Friday 2 December. At the function the 2011 Ivied Tower Award winner was announced. This year's recipient is the Hon. Michael Hodgman QC AM for his outstanding contributions to the Hutchins community and achievements for Tasmania and the nation. All 2012 events will be posted on the web page.

The HSOBA wishes the 2011 Leavers all the very best for their final exams and we look forward to welcoming them as Old Boys at Speech Night this year.



The Old Boys' Sports Bar at this year's School Fair.

SCHOOL FAIR 2011

The Hutchins Fair was held on Friday 28 October and was a wonderful success. The weather was kind and the oval packed with students of all ages trying their hand at a vast array of games including sumo wrestling, bull riding and laser skirmish. A highlight was Reverend Canon Matthew Gray agreeing to a turn on "the dunking machine" in his full 'collar and robe' regalia. Crafts, the Old Boys' Sports Bar, delicious homemade goodies, a silent auction and Kids Corner completed the atmosphere. A highlight of the Hutchins Fair is always Barrie Irons and his famous Chocolate Wheel. Although Barrie retires as Deputy Headmaster this year we hope that he has a few more years as the 'wheel master' ahead of him. The Parents' Association would like to thank all of the contributors to the Fair, in particular Fair Convenor Carol Plunkett. We look forward to next year's Fair which will be bigger and better than ever.

OBITUARIES

We are saddened to report the passing of the following Old Boys and former Staff and community members. Our thoughts and prayers are with their families and friends.

Mr Geoff Ashton-Jones AM	1939
Mr C O'Neill	1986
Mr P Saunders	1941

Mr K Kile	1945
Mr P Studley	1959
Mr A Harris	1948
Mr R Robertson	1943
Mr M Darcey	1954
Mr E Davies	1940
Mr R Morrisby	1961
Dr N Abbott AM	1938

Please note the obituaries section is correct at time of collation for print.



NIGEL DRURY GRESLEY ABBOTT (1920-2011)

Nigel Abbott started at Hutchins in 1934 and left in December 1938. During his first year he joined the Boy Scouts and excelled at shooting. In 1935 he won the Literary and Debating Society's prize for Best Junior Orator and was active in swimming, athletics and junior cricket as well as demonstrating some talent as a hurdler and batsman. The following year he gained his colours for cricket, did well in swimming and joined the Firsts football team, while continuing to play an active role with the Scouts. Returning to the School in 1938 he became Captain of Tennis for School House, winning the School Championship. He also took part in a Literary and Debating Society mock trial, athletics, house rowing, non-cadet shooting matches and gained his colours for cricket, football and tennis. At the Leaving Examinations that year he completed his matriculation qualifications and played for the Old Boys' football team, winning the R E Rodway Trophy for Best and Fairest.



Firsts Tennis, 1938: J Watchorn, P Fay, W J Gerlach (coach), E Rodwell, N Abbott, G Colman.

After completing his medical studies, Dr Abbott served in the Bethune Liberal government (1969-72) and became a vocal campaigner for the implementation of road safety measures. It was owing to his ground-breaking work as Minister for Road Safety and Health that the wearing of seat belts became compulsory. He also led the push for the introduction of breathalyser testing and speed cameras on Tasmanian roads.

After leaving politics, Dr Abbott moved to Queenstown to work as a doctor, before returning to set up his own medical practice at Kingston Beach. He was an active member of the Kingborough Council for many years. He passed away at Hawthorn Village nursing home on 13 November 2011.



Vern Osborn at the opening of Foster Wing, 1994.

VERNON CASTELL OSBORN (1925-2011)

Vern Osborn was considered a 'legend' in the Hutchins community – both as a teacher and for the leadership and service roles he played during the time at the School. Nicknamed 'Ozzie' or 'Spider' (the latter because of his imposing height), he inspired innumerable students over the course of thirty years with his dedicated and flamboyant teaching of Physics (the favourite subject of Sixth Formers, according to a 1971 opinion poll).

Joining the staff at Hutchins in 1954, Osborn left for a time before returning in 1958 as Senior Science Master. He was later given responsibility for the Sixth Form Community Service Group – the civilian alternative to joining the Cadet Corps – before becoming Master-in-Charge of Sixth Form Studies in 1967. During the absence of Deputy Headmaster John Kerr in 1969, Osborn served as Acting Second Master. Before he retired in 1984, he was given a standing ovation by the assembled students and staff after presenting the awards at the end-of-year sports assembly. In an insightful, amusing and inspiring speech on that occasion, he stated:

...top students as a group are characterised by their tremendous capacity for determined and sustained study. There are, unfortunately, others who, blessed with talent, failed to use it and disappoint their teachers and themselves. Perhaps the greatest satisfaction in teaching comes when, as if inspired, a mediocre student suddenly shows surprising and dramatic improvement.

When the Foster Wing opened in 1994, Osborn was present to open the new physics laboratory which was named in his honour. He died on 30 July 2011.



DONORS

The Hutchins Foundation and The Hutchins School extend their thanks to the generous donors and supporters listed below who have made contributions to the Annual Appeal and other campaigns during 2010. Your support is greatly appreciated and enables us to broaden the programs we offer to our students.

Dr J Abell and Mr G Abell
Mr R Abell
Mr P Alcock and
Mrs K Schaefer-Alcock
Mrs P Alexander and
Mr P Alexander
Mr and Mrs P Alexander
Mrs S Allan and Mr M Allan
Mr and Mrs K Allanby
Mr and Mrs C Anagnostis
Mr and Dr G Anderson
Mr G Armstrong and
Associate Professor J Vial
Mrs J Armstrong
Mr and Mrs W Ashlin
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Mr W Backmann and
Mrs M Kaffka-Backmann
Mr and Mrs S Baddiley
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Mr I Bezette
Mr and Mrs C Bignell
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Mr and Mrs C Bligh
Mr and Mrs J Blue
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Mr and Mrs A Coley
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Mr and Mrs J Cotton
Mr A Cousins and
Ms C Toohey
Mr and Mrs C Crawford
Mr R Crawford
Mr and Mrs D Crean
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Mr J Crotty (James)
Mr and Mrs D Cruse
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Mrs M Davy
Mr and Mrs W Dean
Mr and Mrs M Denehey
Mrs A Denholm and
Mr D Whitwell
Mr J Devine
Mr G Dick

Mr S Dixon and
Ms K Menadue
Dr R Dobson and
Ms P Burnett
Mr D Downie
Mr and Mrs R Downie
Mr R Downie (Rod)
Mrs M Duckett
Dr D Dunbabin and
Dr M Klok
Mr R Durand and
Ms C Adams
Mr and Mrs R Eberhard
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Mr and Mrs M Eid
Mr and Mrs M Eid
Mr and Mrs J Elias
Mr N Ellsmore
Mr I Elrick and Ms M Barker
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Mr and Mrs A Field
Mr and Mrs P Fisher
Mr and Mrs R Fisher
Ms F Fizelle and Mr B Miners
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Dr S Robinson
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Giddings
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Mr G Gressie
Mr and Mrs T Gribble
Mr and Mrs W Grierson
Mr and Mrs H Grimsey
Mr and Mrs G Grining
Mr T Grining
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Mr M Groom MHA (Matthew)
Mr R Grueber
Mr C Gulline and
Mrs K Dickenson
Dr S Gumley AO (Steve)
Mr and Mrs M Hagan
Mr R Hale
Mr and Mrs B Hall
Mr and Mrs C Hall
Mr A Halse-Rogers
(Alexander)
Mr C Halse-Rogers
(Christopher)
Dr and Mrs A Hardikar

Mr and Mrs M Hargrave
Mr and Ms W Harkins
Mrs C Harrington
Mr M Harris (Michael)
Mr N Harrison and
Miss S Gunning
Mrs M Harvey
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Headmaster Warwick Dean and the Lieutenant-Governor of Tasmania, the Honourable Ewan Crawford unveil a memorial plaque in honour of Battle of Britain hero Stuart Crosby Walch.

NEWS FROM THE ARCHIVES

By Margaret Mason-Cox
Archivist

We are coming to the end of a frantically busy year and so much remains to be done – but it is curious how the Olga Braham Gallery remains an oasis of historical calm, even when the Collection is growing like an unattended topsy and the displays have been in place too long . . . but at least our magnificent array of trophies are now nearly all present and correct, newly engraved and sparkling in the downstairs trophy cabinet for all to admire.

Archival highlights since the last issue have centred on the ‘lionisation’ and memorialisation of Stuart Walch – the culmination of three years of quiet insistence that his memory deserved to be honoured. Stuart Crosby Walch was killed in action during the air raids of World War II and he is the only Tasmanian on the Battle of Britain Honour Roll in Westminster Abbey. At a ceremony in August Walch was unveiled as the latest ‘Hutchins Lion’ – a select group of Old Boys who have excelled or in some way distinguished themselves in their chosen field of endeavour.

Preparation for this memorable occasion included the renovation, repair and re-hanging of the framed depictions of previous Lions in new wall space outside the Olga Braham Gallery – in this we were grateful for the advice and assistance of Clive Taylor (1951, no. 4230). Our Lions were studied intensely



The Lions wall, August 2011.

by curious students passing through the corridor until they became part of the ‘wallpaper’. But as we all know wallpaper patterns become imprinted on the mind over time – so the message will doubtless be absorbed.

On 21 September at a special ceremony attended by dignitaries including the Lieutenant-Governor of Tasmania, the Honourable Ewan Crawford, and members of Stuart Walch’s extended family, the School was presented with a memorial plaque from the Battle of Britain Historical Society in the



Headmaster Warwick Dean and former HSOBA President, Nick Dwyer, unveil S C Walch as the newest Hutchins Lion, 15 August 2011.



UK. The Society's Australian representative, Kristen Alexander, is writing a book on the heroic exploits of Walch and others like him and was instrumental in assisting Hutchins to become the first Australian school to receive this honour. Kristen flew from Canberra to join us for the ceremony. Interestingly through her research Kristen has discovered that Walch bequeathed £50 to the School Chapel Fund and left his gold Hutchins cigarette case to his friend, John Scott-Power (1925, no. 2742).

RECENT ACQUISITIONS

Book: *Born in the Hour of Victory: Cranbrook School 1918-1993* by D Thomas and M McAndrew, 1998

– donated by Janet Howse, Archivist, Cranbrook School, 1 April 2011

Hutchins writing pad, belonged to Geoffrey Ellis (1935, no. 3290) – donated by his sister, Mrs Fay Foster, 13 April 2011

Document: biographical article on Leslie Arthur Wilkinson (1891, no. 1364) – donated by grandson and author, Ian Wilkinson, 28 April 2011

Running spikes: belonged to Frederick McCormick (1903, no. 1625) (father of Alan)

– donated by Mrs Peggy McCormick, wife of the late Alan McCormick, 3 May 2011

Bag, pennant, scarf, pendant from Istanbul Lisesi (1884) – donated by Turkish students and teacher on exchange visit, May 2011

Programme: HMS Pinafore, 1955; Prospectus, 1945; Building Development Plan booklet, 1946; copy of The Christ College Act, 1926; School Magazines 1955-83, belonged to James Pitman and Prof Edwin J G Pitman

– donated by Ted Pitman (1946, no. 3889), 18 May 2011

Letter re history of Wimshurst (Influence) Machine – sent by Geoff Medhurst, May 2011

Medallions: Hutchins athletics U16 Championship award; STAS athletics U16 Champ award, presented to J L May (1927, no. 2818), 1930; watercolour painting of 181 Macquarie Street by Marion Cripps

– donated by Mrs Mary May, 26 May 2011

Medallion in velvet case: presented to G Robert A Dick on first official visit of Grand Lodge of Tasmania to Provincial Grand Lodge of New Caledonia, 8 June 2009

– donated by Robert Dick (1946, no. 3867), 1 June 2011

Booklet: History of the Hutchins Old Boys' Lodge, No. 48, T.C., 1926-1961 by R A Biggs, J D Moir, S L Lenthall

– donated by Kyle Wood, 1 June 2011

Booklet: The Wilfridian: Christ College Centenary 1846-1946 – donated by J W Wishart, 7 June 2011

Books (8) awarded to Herbert Francis Reynolds (1910, no. 1852), 1911-1917 – donated by his grand-daughter, Christine Hindmarsh, on behalf of her mother, Mrs Jennifer Reynolds, 5 July 2011

Photograph: Athletics team, 1943 – donated by James McCreary (1940, no. 3538), 29 June 2011

Document: memoir + letter from R S J Valentine (1938, no. 3470) – donated by Roger Valentine, 19 July 2011

Photographs belonging to Jeffery M Boyes; document: Annual Report and Prize Lists, 1953 – donated by Ruth Binny, 9 August 2011



Centenary magazine (hard-cover); notebook; exam papers; assorted documents; belonged to F M Merridew (1917, no. 2240) – donated by his son, C Merridew, 16 August 2011

Books (4) awarded to A F Payne (1913, no. 1919) and C A H Payne (1935, no. 3303); University of Tasmania prize certificates (4) awarded to A F Payne, 1913 – donated by Charles Payne, 18 August 2011

Photographs (2) of F R S Dawes – donated by his cousin, Margaretta Pos, 23 August 2011

Blazer; Centenary Dinner programme; School Magazine 1936 – donated by Alan Pretyman, 23 August 2011

Photographs (20); Prospectus c1979; School Magazine 1977; assorted documents; newspaper clippings – donated by Anthony Radford (1946, no. 3909), August 2011

Invitation: Boat Race Dinner, 1984 – donated by N Plaister, 8 September 2011

Book: The Spirit of the Digger by P Lindsay, 2011 – donated by Gordon Chuck, 10 September 2011

Golf clubs (2), wooden shaft, belonged to Nicholas Beattie – donated by his grandson, David Beattie, 13 September 2011

Photographs (7), mounted; Scout badges and paraphernalia; speech night programme 1983; Christmas card 1936-37; books: This School, 1996 and The Official History of The Hutchins School, 1935; wooden plaque with crest; prefect and honour badges; sporting medallions (5); School Magazines 1915-53; assorted documents; belonged to C McDougall (1921, no. 2493) – donated by Mrs C McDougall (via Mrs K Waterworth), 14 September 2011

Photographs (2) of boys at Chauncy Vale, 1950 – donated by Ian Madden (1945, no. 3816), 13 October 2011

Centenary magazine (hard-cover); Hutchins belt – donated by Brian Kemp (1943, no. 3678), 13 October 2011

Book collection – bequeathed by the late Richard Morrisby (1957, no. 4689), 18 October 2011

New Testament; honour badge; HSOBA badge; cufflinks; belonged to T D Simpson (1931, no. 3122) – donated by his son, Fraser Simpson (1968, no. 5705), 1 November 2011

Videocassette: Hutchins #1; HSOBL Installation program 1987; belonged to J M Boyes – donated by his cousin, Ruth Binny, 8 November 2011

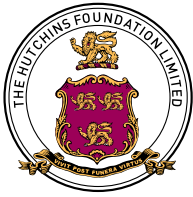


Archivist Margaret Mason-Cox and Archives Assistant Horace Lee (Year 10).

Thank You

We sincerely thank all of our many and generous donors; also our regular volunteers, Horace Lee and David Brammall, as well as our occasional assistants – every little bit helps! And to those contributors who cannot pass by something relevant to the Hutchins Archives and Heritage Collection without passing on the information – THANK YOU! Recently I was informed of a trophy languishing in a local antique shop; won by 440 Champ C Hudspeth about 1887-88, this large engraved silver-plated goblet (above) is a thing of beauty, even without its original base. Charles Hudspeth (1883, no. 1086) may not be as well-known as his brothers Francis (1872, no. 775) and Wilfred (1886, no. 1117), but he now has his own place in the School's enduring memory.

Margaret Mason-Cox - ARCHIVIST



THE HUTCHINS FOUNDATION: BECOME A MEMBER



THE HUTCHINS DREAM

Hutchins was founded in 1846 after prominent Hobart citizens pledged £850 to build a school for boys. Their dream is still very much alive and the facilities we enjoy today are a result of their vision and the continued support of generations of Hutchins families. We look to today's school community to ensure that this dream lives on.

The Hutchins Foundation was established in 1977 to create an Endowment Fund designed to provide long term security for the School. Other initiatives have been the establishment of the Scholarship, Library and Building Funds and the Annual Appeal.

The support of our school community is essential to not only maintain these programs but also to ensure a bright future for Hutchins.

FOUNDATION PROJECTS

PROJECTS SUPPORTED BY THE FOUNDATION INCLUDE:

- \$1,000,000 from a bequest from Old Boy Henry Baldwin contributed towards the Henry G Baldwin Wing incorporating the Nettlefold Library Learning Centre
- \$500,000 for The Foundation Centre which houses the Hutchins Archives and Heritage Collection
- Over \$100,000 towards the refurbishment of Burbury House through building fund contributions
- Over \$100,000 for library resources
- Regular fundraising for the Scholarship, Library and Building Funds and the Annual Appeal
- Scholarships and Bursaries for boys who would not otherwise be able to attend Hutchins
- Funding the School's Archivist to maintain our history
- The Follow Your Dreams Foundation Awards for students

BUILD THE DREAM

Your membership helps us to maintain high standards and to make Hutchins a school that current and future generations will honour with pride. Membership is lifelong and you join the growing ranks of supporters who have made the Foundation what it is today. You will also be recognised as a valued member of the School community with invitations to special events and activities during the year.

HELP US BUILD THE DREAM

CURRENT MEMBERSHIP LEVELS:

Member	(from \$1,000)
Silver	(from \$3,000)
Gold	(from \$10,000)
Fellow	(from \$25,000)
Sponsor	(from \$50,000)
Patron	(from \$100,000)

Previous contributions count towards qualification. You may already be well on the way.

JOIN THE FOUNDATION

Membership of The Hutchins Foundation is also available to those who advise the Foundation of an intended bequest. If you would to make a donation or discuss membership options, please contact **Mr John Devine** on **6221 4246** or email **John.Devine@hutchins.tas.edu.au**.

TERM 1 2012 CALENDAR EVENTS

BURBURY HOUSE OPENING

Monday 6 February

FIRST DAY OF TERM

Tuesday 7 February

INDUCTION OF CAPTAINS

Tuesday 7 February

NEW PARENT DINNER

Friday 17 February

HSOBA GOLF DAY

Friday 9 March

OPEN DAY

Sunday 18 March

MS/SS GRANDPARENTS' DAY

Friday 16 March

ELC GRANDPARENTS' DAY

Friday 23 March

M & B ART SHOW

Monday 23 April – Sunday 29 April

HUTCHINS ARTS FESTIVAL

Monday 23 April – Friday 25 May

WEBBER LECTURE

Tuesday 22 May

Keep checking our
website for more events!

www.hutchins.tas.edu.au

Reminder – Communiqué

Communiqué is a fortnightly email newsletter from the School. If you would like to have it emailed to you or need to update your details so that you can continue to receive it, please contact **Rachel Lucas** on **6221 4311** or email rachel.lucas@hutchins.tas.edu.au.

The newsletter can also be accessed via the School website www.hutchins.tas.edu.au.



HUTCHINS
ESTABLISHED 1846

CHANGE AND GROWTH: “GOOD MEN” IN ACTION DURING THOROLD TREE PLANTING



Cover photo: top: Hutchins students take part in activities – taken on Davies Avenue, 1982 (Hutchins Archives). Below: 2011 Power of 9 students taking part in a cultural challenge, cycling to MONA. (Photo: Susan Kiddie).

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Design and Layout: Bettina Bomford - www.resin8design.com

Special thanks to: Mrs Carol Marshall (sub-editing), Barrie Irons and Susan Kiddie (<http://www.susij.com.au>) for some of our best photos and to Archivist Ms Margaret Mason-Cox for work and assistance with our 80s Feature Section and photos.

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