



THE HUTCHINS SCHOOL BOARDING

Burbury House
residential community



Learning excellence, opportunities, family and a world-class facility.

The Hutchins School is an Anglican day and boarding school for boys from Pre-Kindergarten (3 years of age) to Year 12. Established in 1846, we have a long tradition of developing character with a firm focus on student wellbeing. As a community, we aspire to be people of integrity who act with humility, kindness, courage and respect.

Hutchins provides an inspirational education where each student strives to achieve their personal best and is willing to serve his community as an informed and active citizen; locally, nationally and globally. Hutchins supportive learning community works together to nurture character of boys.



The Hutchins School is one of Australia's oldest schools, with a reputation for excellence in educating boys, and an outstanding academic record. Our main campus is located five kilometres from Hobart's city centre with expansive grounds overlooking the picturesque River Derwent.

The School has modern classrooms, state-of-the-art science and computer laboratories, two libraries, a Performing Arts Centre, the Chapel of St Thomas, a Sailing Academy and a modern, open living style boarding house.

Our students are offered a wide range of co-curricular activities including sport, dance, drama, music, Outdoor Education, international and domestic tours, debating and chess.





Burbury House (The Hutchins School residential community)

Developing active and engaged global citizens in a family environment with a focus on the individual's wellbeing.

Burbury House offers students collaborative and individual spaces, attractively furnished rooms, bathrooms and welcoming leisure areas including a theatre room, games room, kitchen, music and breakout rooms.

A typical day for our boarding students

Our boarders are very fortunate to enjoy a genuine family atmosphere in the House because they are surrounded by real families and residential staff who are dedicated to providing a secure, safe and enriching environment to support learning and co-curricular activities.

7.00am–7.55am	Breakfast
7.30am	Devices unlocked
8.10am	Room checks by student on duty
8.20am	Juniors leave for school
8.25am	Seniors leave for school
8.30am–3.30pm	Burbury House closed to students (except for students with special privileges)
4.00pm–5.30pm	Co-curricular activities
5.45pm	Local leave return to Burbury House
6.00pm	Dinner
6.30pm	Prep begins

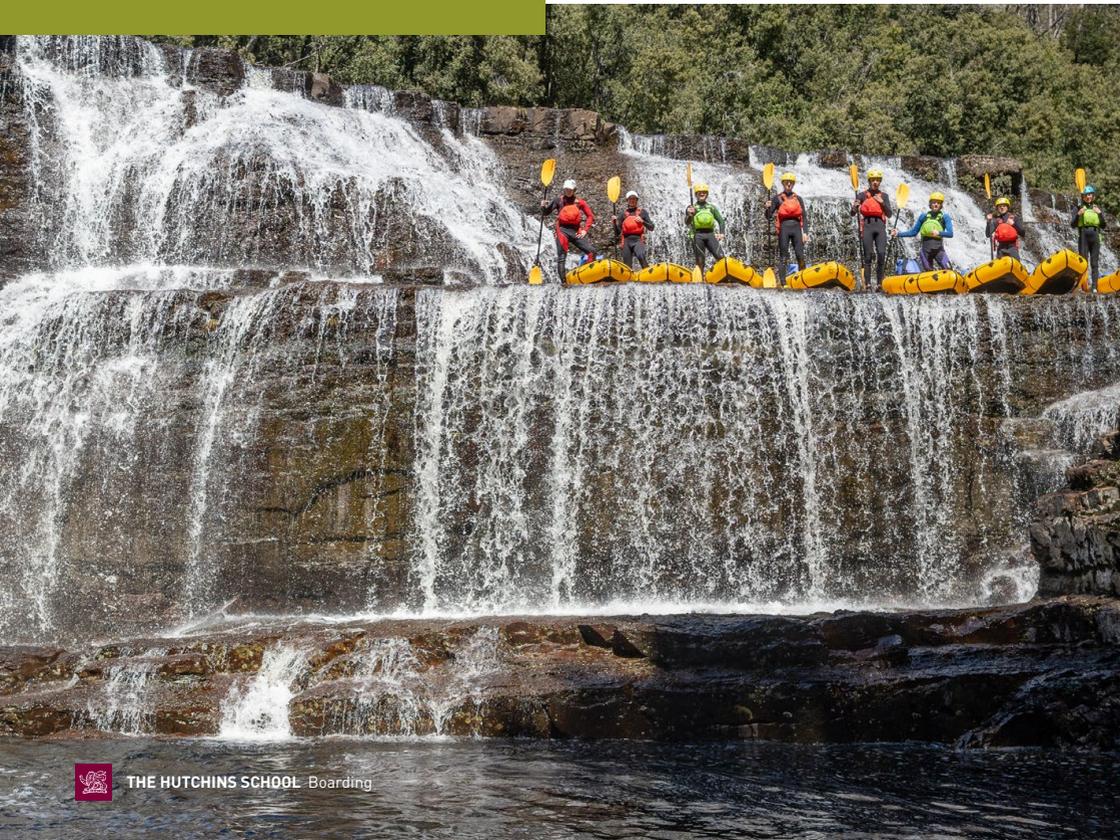
A home away from home

Boarders have access to the School's sporting facilities, gym and weights room. The dining and kitchen area allows boys to enjoy their meals and socialise, as well as providing a venue for welcoming members of the boarding and wider school community.

Boarders are expected to respect themselves, peers and staff, and are encouraged to maintain cleanliness and their studies in a structured environment, developing responsibility and resilience.

Our boarders enjoy a wide range of weekend activities and an exciting Holiday Program with St Michael's Collegiate during the Term 1 and Term 3 break. Students take advantage of Tasmania's spectacular scenery and waterways through outdoor pursuits such as bushwalking, mountain biking and sailing. Sports such as indoor cricket, tennis, table tennis, soccer, badminton and basketball are on offer as well as activities that embrace Hobart's diverse and exciting art movement.

Boarders' meals are often the envy of day students with our chef catering for all dietary requirements and providing a variety of delicious and nutritious meals. Laundry services are provided by our cleaning staff.





Wellbeing of boys is at the heart of what we do.

Boarding provides an opportunity for boys to be mentored and supported in a caring environment as they embark on their Hutchins journey which aims to challenge and develop students both academically and personally into outstanding young men of character. Importantly, they have the chance to share these experiences through the friendships they build – many of which last a lifetime.

Senior boarders are paired with younger boarders to provide mentorship, friendship and advice. Senior students also provide academic tutoring for younger students during Prep time. A key benefit of boarding is that students expand their friendship circle to boys of different ages and backgrounds which fosters our family atmosphere.

Pastoral care is provided to our boarders through their mentor groups, class teachers, the School Chaplain and the School Counsellors. This ensures that each student feels safe, known and connected to the School community.



*‘Learning
is a treasure
that will
follow its
owner
everywhere.’*

— Chinese proverb



Academic support

Hutchins has a proud history of outstanding academic success. Our students consistently rank in the highest academic achievers within the State and nationally, this includes 24 Rhodes Scholars.

In 2022, 19 students achieved an ATAR above 95 placing them in the top 5% of students in Australia. The median ATAR, a key indicator of the level of the students' overall performance was 90.55, meaning that 50% of our students earned a result that placed them in the top 10% of students nationally.

90.55 The Hutchins School median ATAR



71% of Year 12 achieved an ATAR above 80

19 students achieved an ATAR above 95

The breadth of the Vocational Education and Training (VET) program at Hutchins continues to enable students to tailor their educational pathway to pursue personal career and learning goals.

Boarders receive nightly academic support with opportunities for after school tutoring in English, Maths and Science. Personalised programs allow our students to achieve their best.

FROM OUR BOARDERS

'I like the interactive areas where I can ask questions and seek guidance from peers and staff. I enjoy the balance between study and play.'

— Harry Fisher, Year 12
(Jericho, Tasmania)

'I like the services here such as the care offered by the School Nurse and the catering and food prepared by the boarding house Chef.'

— Yui (Alfred) Gong, Year 10
(Hong Kong)

'We develop really strong friendships with each other in the boarding house, mateship is effortless and you become an independent person in a safe environment.'

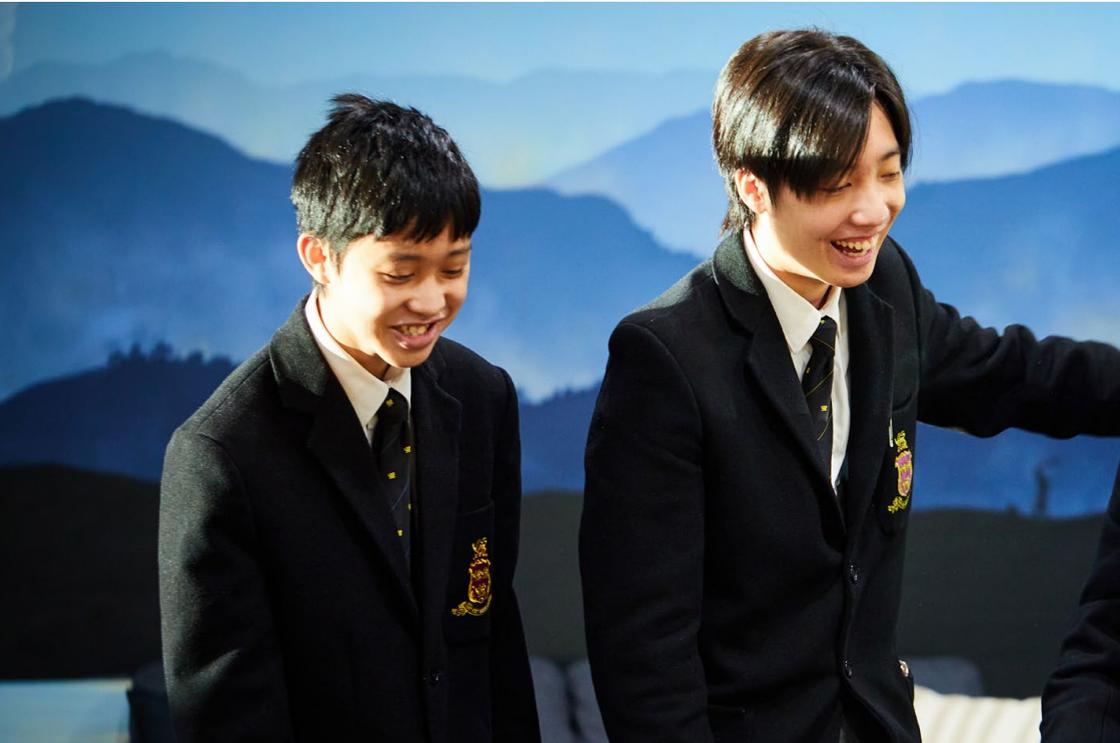
— Samuel Fisher, Year 12
(Coles Bay, Tasmania)

'I really appreciate the learning opportunities that come with surrounding myself with high quality students and staff. The environment in boarding is very welcoming and open, allowing me to dive into various opportunities, including music, sport and debating.'

I enjoy the time I spend with others here in boarding. The weekend is particularly enjoyable as we have a lovely group of boys that have great connections with one another. The masters on the weekend take the time to get to know you. I would like to eventually go to university, maybe in Sydney, where my family is living.'

— Otto Ford, Year 9
(Trevallyn, Tasmania)

'To be honest, when parents are choosing a place for their son, they want a school that encourages interaction between local and international boys. This year, we have seen more international boys socialise with local students more than ever before. Even students with lower English skills have worked very hard to overcome language barriers, which has led to better connections and strong communication skills.'



I am so thankful for the level of comfort I feel here in the boarding house and the positive effects on my mental health that this environment has had for me. Here in Tasmania, you feel supported to handle the pressure of school and life. There is always someone here that supports you and listens and values your opinion, even if it sounds silly!



I will likely move to Melbourne after I graduate where I will study a Bachelor of Arts or Psychology at Monash University, with the hope to become a psychologist or an educator.'

— Yik To (Benedict) Yuen, Year 12
(Hong Kong)

'I have felt like there has been a process of personal development that I have undertaken. I feel like I am more open to others and self-dependant. Here, you can experience another level of freedom. The last couple of months have had a lot of positive energy, and a very welcoming spirit.

Developing a really inclusive culture is the goal for a place like Hutchins, and ensuring that students have the maturity to accept everyone, no matter where they are from. Being here definitely brings out my best self and builds great confidence. The world just seems brighter and more colourful down here.

I aspire to attend the University of New South Wales, where I will most likely study Actuary Science.'

— Pak Hang (Ryan) Kong, Year 12
(Dural, NSW)



About Tasmania

Tasmania is Australia's smallest and most southerly State, and is the only island State of Australia. It is located 250 kilometres (150 miles) south of the Australian mainland, separated by Bass Strait. Tasmania is a natural State of which almost 45% lies in reserves, national parks and World Heritage Sites.

Tasmania has a cool temperate climate with four distinct seasons and rarely experiences hot or cold extremes. The population of Tasmania is approximately 522,000 with nearly half (240,000) residing in the greater Hobart area.

Tasmania boasts pristine white beaches, access to the freshest and largest variety of produce, is home to the Museum of Old and New Art (MONA), The Taste of Tasmania, international sporting events and multiple cultural experiences. The beauty of Tasmania is complemented by the friendliness of its locals.



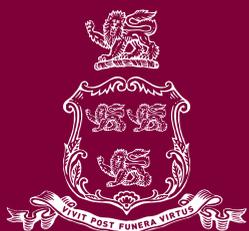


Why choose Hutchins?

The Hutchins School offers your son a unique learning experience in an environment and structure specifically designed for boys' education. Our highly skilled staff are committed to the holistic development of students within a nurturing environment where students are challenged and supported to be the best they can be.



For more information about our residential community at The Hutchins School, please contact our Enrolments Assistant on +61 3 6221 4236 or enrolment@hutchins.tas.edu.au



HUTCHINS
ESTABLISHED 1846

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Follow us



The Hutchins School Board as established by The Christ College Act 1926

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