



MAGENTA & BLACK

THE HUTCHINS SCHOOL MAGAZINE
Nº 116 – Summer 2022



*Celebrating
our community*

Welcome to our Summer 2022 edition

N° 116 – Summer 2022

Editing and production

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With special thanks to Joshua Lamont, Mr Matt Eaton, Mr Mark Oates, Mrs Jacquie Coad and the many staff and parents/carers for so many fantastic photos of our students. Mrs Ali Rhodes for proofreading and to all students, staff and alumni who have shared their stories.

Cover The Hutchins School Dance Showcase. Image by Sophia Bender.

The Hutchins School is committed to active Reconciliation. Our Vision is to journey, learn and dream together; to broaden our knowledge and respect for the world's oldest living culture; to provide opportunities for Aboriginal Peoples, voices, world views, identity, knowledge and culture to be more visible, heard, respected and honoured throughout our school. We recognise that we have much to learn from the knowledge, practices and perspectives of Tasmanian Aboriginal Peoples.

Our Vision for Reconciliation is one that that embraces us all, both Aboriginal and non-Aboriginal and embodies the values of humility, kindness, courage and respect.

The Hutchins School will actively challenge itself in meeting this Vision for Reconciliation. As a whole-of-school responsibility, this Vision will be reflected in our leadership and decision-making, and we will be held accountable for this Vision's practical realisation.

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We are committed to being an inclusive community

DR ROB MCEWAN Headmaster

I was speaking with a staff member at the beginning of this semester when he said, "I used to wish I had grown up in the 1960s." This was a time of enormous cultural change and social revolution where authority and social conformity were challenged. Music, fashion, a Peace movement and civil rights campaigns that demanded equality for all, were amongst a suite of wide-spread social changes that forever changed society.

The staff member, quickly followed up with, "I have now realised we are currently living at a time of enormous social change equal to that of the 1960s." Examples include the Australian government passing a landmark Climate Change Bill in the Senate to reduce net emissions to zero by 2050 and forming a working group to prepare for a referendum on the Indigenous Voice to Parliament. These are just two examples within two weeks of the time of writing this article. We are certainly living at a time of significant and rapid social change.

My conversation with the staff member at the beginning of this semester followed an inspirational speech from a former Hutchins student, who now as a young adult identifies as female. I was, and remain, in deep admiration of this young lady. Her honesty, maturity, wisdom and courage to share her personal experience was uplifting and the response from staff was moving as we stood together to give a standing ovation to this courageous and inspiring young person.

I am proud to lead a school whose mission is to nurture character and whose community aspires to be people of integrity who act with humility, kindness, courage and respect.



From the
Headmaster



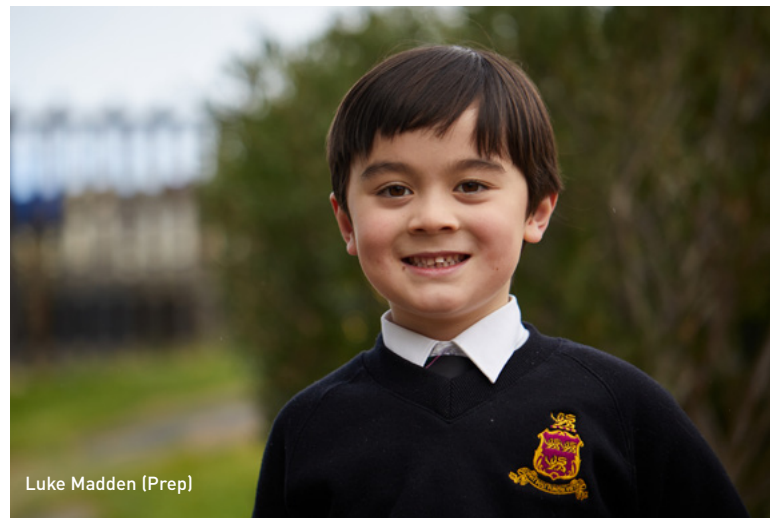
Year 11-12
students in
Food, Cooking
& Nutrition

The priority placed on respect, community and inclusion are clearly reflected in the School's current Strategic Directions, where our priority on wellbeing includes the goal to 'nurture an inclusive community of care that values the uniqueness of each individual and builds authentic relationships amongst all members of the School community' and as a community we aim to 'enhance and maintain an inclusive and welcoming community where all members are valued and belong'. Nothing is more important and gratifying than seeing every child grow into their true selves and be valued, welcomed and honoured for who they are.

Schools are no longer places that simply prepare children for a future of work, a future where 65% of primary aged children are estimated to end up in careers yet to be created. Our Strategic Directions aim to prepare our students for the future. The future of work, truth, relationships, learning, wellbeing, humanity and the planet. An uncertain, complex and changing future that demands compassion, courage, humility, kindness, respect, service, critical, creative, ethical and self-reflective thinking. A future that will see our Kindergarten students retire in the year 2083.

In the same way the decades that followed the 1960s built on the enormous social change of the time, so too will the future build on the significant, widespread and accelerating cultural changes related to inclusion, mental health, truth, sustainability and personalisation that society is undergoing today.

Our school is committed to being an inclusive community where diversity is valued and difference is celebrated. A community that welcomes everyone and supports each student to grow as individuals and in the community, regardless of belief, tradition, ability, ethnicity, ideology or sexual orientation. Respect by all, for all. 🌟



Luke Madden (Prep)



Dance Showcase

It's our differences that make us special

WILLIAM ZEEMAN School Captain

This year has been challenging. I have discovered that I am brave, resilient, determined and accepting. I have also discovered that sometimes I am sad, angry and disappointed. This year I have discovered who I am. I have not only uncovered my strengths but have also become aware of my imperfections. These imperfections are something I'm most proud of and a reason why I have discovered who I am.

I tell our community who I am not because I need everyone to know. I do it because I need people to know it is okay to be who you are. No other School Captain shares the same story as me. No other student, staff member or member of our community shares the same story as me. It's our differences that make us special.

I was listening to a podcast recently that spoke about imperfection. Everyone has different imperfections. Too often we find ourselves speaking about our greatness and achievement, however if you analyse how we authentically connect, you will most likely find that we connect through our imperfections.

When I'm sitting with my family at the dinner table, I rarely find myself talking about how I won the National History Challenge in Year 6 or became School House Captain in Year 8. Instead, we talk and connect through stories such as how when I first learnt to ride a bike, I almost rode down into the Bicheno Blow Hole because Dad didn't teach me where the breaks were, or how terrible all my siblings and I are at spelling and find ourselves misspelling words daily.

We connect through stories of our imperfections. We relate and connect with each other with being imperfect. However, to be able to connect we must be vulnerable to share our imperfections with ourselves and others.

This year Hutchins has made it an aim for all members of our community to feel comfortable with being vulnerable and to share our own imperfection and strengths. Under this year's theme of inclusion, we hope our community has progressed towards everyone feeling they can be themselves without judgment. We have worked towards this through many conversations and initiatives, focusing on how each different group and individual member of our community may feel and what we can do as a school to make them more comfortable to be themselves.

Year 12 students completing the Run-a-thon supporting Reclink Australia



William Zeeman

From the
School Captain

We are proud to have supported Reclink Australia, a charity that aligns with our value of Inclusion. Reclink provides disadvantaged people from all backgrounds with socially inclusive lifechanging opportunities, through sport and recreational activities. Our growing connection has seen us not only raise much needed funds, but provided needed service and awareness.

This year has yet again been huge, however, if I have learnt anything this year it would be that everyone has a different story, don't judge anyone for being themselves.

I am incredibly proud of everyone who has made our school a place where everyone can be themselves without judgment. I thank everyone that has taken the time to consider how they can make the environment around them a more inclusive place. 🐾

As a community, we aspire to be people of integrity who act with humility, kindness, courage and respect. At The Hutchins School our actions are focused on five strategic priorities of Learning, Wellbeing, Sustainability, Character and Community, guiding us in all that we do. For more information, please visit vision.hutchins.tas.edu.au

It's what you do that matters.



Ian Wang and James Corkhill (both Year 1)

Learning

Our goal is to develop independent, lifelong learners who are well prepared for a changing global world.

The collective emphasis of the initiatives of The Hutchins School learning pillar is to improve student learning outcomes by further developing teacher capacity and enhancing collective teacher efficacy. Accordingly, we have developed systems that longitudinally track student performance and attendance. This has enabled an early identification of students at risk and it means that trends in attendance and fluctuations in performance can be addressed in a timely manner.

The enhancement of our professional learning teams throughout the School is building collective teacher efficacy. There is a powerful impact on learning when staff have the collective confidence that they can make a difference in the lives of every student.

Educational researchers have quantified the impact of this collective efficacy as the equivalent of more than one year's academic progress. Our progress in these initiatives is advancing both individual and whole-school practice. 🦋

MR IAIN BELÔT Head of Teaching and Learning (Years 7–12)

Wellbeing

We want to nurture a safe, caring and inclusive community.

The Wellbeing Committee has attracted a dedicated and passionate group of staff from across the School, providing a range of voices and perspectives for the important work they are tasked with.

To support the Wellbeing Committee in achieving its strategic goals, we are working with Be You, an organisation (affiliated with Beyond Blue and Headspace) federally funded to support schools in their wellbeing journey.

The Be You evidence-based framework is focused on helping schools build mentally healthy communities and will be an incredibly helpful road map to guide our decisions for the specific needs of the Hutchins community.

At our most recent meeting, the Committee acknowledged the wonderful work already occurring across the School from Zones of Regulation in ELC and Junior School, the implementation of the Pulse Wellbeing App in Middle School and Senior School and the ongoing role played by student Mental Health Contact Officers supporting their peers in Senior School.

The next crucial step is to make sure that there is a clear thread that links all we do in wellbeing across the School, so every student at Hutchins experiences a sense of safety, belonging and consistency on their journey. 🌱

MR MATT MAGNUS School Counsellor

Sustainability

We will be a community of environmental leaders.

Previously, there has been discussion around the achievements of past students and initiatives, with a particular focus on the introduction of waste and recycling stations around the School.

As is the nature of this imperative, developing a more sustainable environment within our school is a long-term outlook and we, as a community, expect this to be a dynamic journey working through challenges and celebrating success.

A major project that is now moving forward is the development of new educational garden at the back of the Chris Rae Building that students throughout Kindergarten to Year 12 will have access to as part of their educational program.

It is desirable for this space to have strong links to the principles and characteristics of resilient and regenerative design.

It will be flexible and diverse in its use, as it will provide opportunities not just for growing seasonal produce but be utilised as an outdoor learning area for the instruction of TASC 2 Agricultural Studies and for whole school sustainability studies. Apart from the educational values, it is also envisaged that the garden will also act as a social gathering place for staff and students, providing strong biophilic connections to the natural environment.

A further vision is to see this space being utilised for wider community educational workshops on the merits of permaculture, natural organic gardening, and recognition of the value of backyard biodiversity.

I wish to thank the work of the Senior School Student Sustainability Committee this year. They have been successful with the inception of their textbook swap program, as well as the recent pizza fundraising day they hosted to assist in the development of the garden. 🌱

MR ANTHONY HYLAND Senior Classroom Teacher

Character

Character is at the heart of everything we do.

The most exciting initiative to embed character into the very heart of our school has been the work by our Head of Teaching and Learning, Mr Iain Belôt.

Our educational philosophy has been reshaped to tease out intellectual character as a defining and guiding goal of our curriculum.

“We must remember that intelligence is not enough. Intelligence plus character—that is the true goal of education.”

– Dr Martin Luther King.

“The belief that character is the foundation of all that we do is anchored by our motto, Vivit Post Funera Virtus, meaning Character Lives on After Death. Our school values of humility, kindness, courage and respect are easily identified as central aspects of good character. We believe that what we do in life matters. We believe that these two elements, intelligence and character, must be inextricably linked and that good judgment is an outcome of a successful education.” – Mr Iain Belôt.

It is our hope that having intellectual character central to our educational philosophy will change the way we teach and learn in a way that promotes the growth in knowledge, good judgement and positive dispositions that will serve our students well. 🌱

MR KEN KINGSTON Head of Middle School

Community

Enhance and maintain an inclusive and welcoming community where all members are valued and belong.

There have been a great number of initiatives that are underway and delivered across the community pillar. Towards the end of the year, we will see the roll out of the Friends of Hutchins volunteer site, which will be officially launched in 2023. We have also seen parents/carers attend Lifeline training as we start to structure our Parents Empowering Parents program.

Mr Erik Marr continues to engage student leaders and run a variety of events to highlight our international community. Dr Rob McEwan and Mr John Groom have also recently been meeting alumni in New York and Singapore as we continue to grow our Advancement program.

Our Middle School and Senior School staff continue to work through our service program for Years 6–12, while we also had our second annual Service Day in the Senior School. This saw many of our students stepping out of their comfort zone to clean up their community, help a neighbour and assist in repairs for their local sports club, as well as many other services. 🌱

MR RICHARD DAVIES Deputy Headmaster/Head of Senior School

MR RICHARD DAVIES Deputy
Headmaster/Head of Senior School

This year has seen a vast amount of progress in the wellbeing space. The Wellbeing Committee in the Senior School has put together a number of different events and built on previous years' work to establish new projects.

The new initiative for 2022 has been the launch of the Green Room for students. This room is open every lunchtime with the aim that students looking for a quiet space for some down time can go and hang-out on their own or with friends. As part of this, the Green Room has rostered Mental Health Contact Officers, students who have undertaken the Youth Mental Health First Aid training. These students can be available as the first point of contact and support when a student may be struggling or may want to reach out, and if needed, the Mental Health Contact Officers can refer them onto someone who is able to support them in a specific area.



Mr Richard Davies

Students leading the way in *wellbeing*



This year has seen two rounds of Youth Mental Health First Aid training organised for students in Years 10–12 who have indicated that they would like to be able to better support other students in the wellbeing space. This adds another 40 students to our growing group of young people who are keen to support their peers.

This year has also seen our partnership with SPEAK UP! Stay ChatTY continue to grow. The combination of Shorts Day and Freezin' for a Reason raised over \$1,600 for mental health. This year, for a second time, we combined Freezin' for a Reason with Lifeline's Walk Out of the Shadows (which promotes awareness of International Suicide Prevention Day). We joined forces with students from Fahan School and St Michael's Collegiate which meant that over 100 students from the three schools made the walk from Hutchins to the Sailing Club and Long Beach, most of whom were then involved in a chilly dip in the Derwent!



Opening of the Green Room on R U OK? Day



(this image and above) Students from Hutchins, Collegiate and Fahan coming together for Freezin' for a Reason and Walk Out of the Shadows

The fact that all these initiatives have been led by our student Wellbeing Committee shows the depth of buy-in and understanding from our students of the issues facing so many of their peers today. As we emerge from the shadows of COVID-19 the increase in young and old suffering from mental health and other wellbeing issues has been well documented. The challenge for us as a school community is to continue to improve and grow our programs that raise awareness and tackle so many of these issues. 🦋

Middle School focus on sustainability



Mr Ken Kingston

Reimagining our Community Garden initiative

Our original plan for the Community Garden included worm farms and a small produce market to make sure the garden was not only

environmentally sustainable, but also financially viable. In the ensuing years, the garden produced nashi pears, plums, apples, potatoes, spinach, pumpkins, garlic and all manner of leafy greens, which were turned into healthy meals and or often marketed to the broader school community.

This was all lost with the Chris Rae Building construction but has now been reimagined. The Building features a shared multi-purpose kitchen, which is situated adjacent to a vacant block of land, which will become our new and improved Community Garden. It is our hope that the new garden has many features of the original garden, but also allows even more opportunities to look at sustainability and processing the food grown in the kitchen.

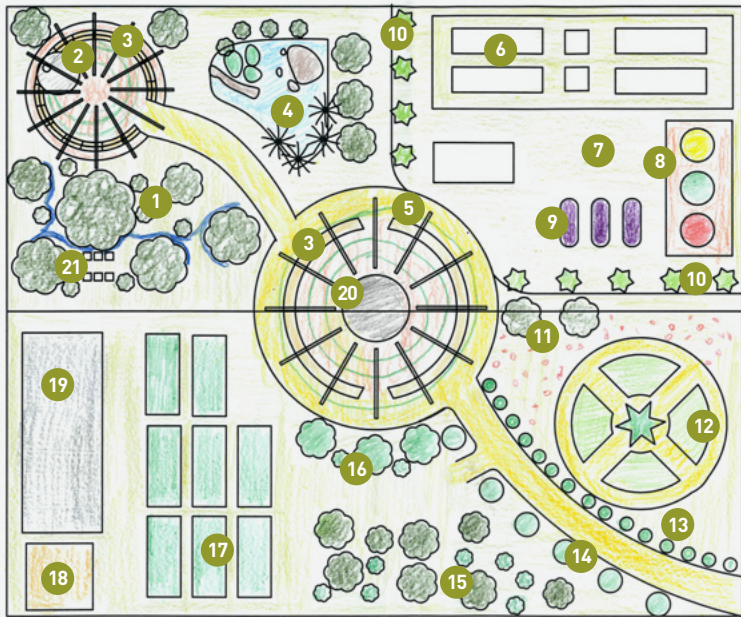


The original Community Garden in 2014

MR KEN KINGSTON ('87) Head of Middle School

One outcome of the opening of the new Chris Rae Building was that its footprint sat squarely on top of our Middle School Community Garden. The original garden was established in 2011 to teach our Middle School and Power of 9 students about sustainability. I was lucky enough to work in the garden with the Power of 9 students. The garden was originally established by Mr Anthony Hyland, who has chaired the Sustainability Committee as well as championed the garden for over a decade. It was based on permaculture techniques and featured several 'no-dig' beds, a massive compost heap, a glass house, as well as espaliered fruit trees along the walls of the former lodge building.

Permaculture and biodiverse Middle School garden plan



Middle School garden plan featuring permaculture and biodiverse principles

1. Native trees and shrubs (with infiltration trenches to keep vegetation moist) inclusive of Callistemons (bottlebrushes) pohutukawa and silver gum trees to attract wattle birds
2. Outdoor pizza/bread oven and classroom
3. Seating
4. Frog pond inclusive of native rushes, sedges and violets
5. Trellised deciduous vines
6. Poly tunnel for propagation and micro salad production
7. PCR gravel
8. Compost station (green and hot composting)
9. Bath tub worm farms
10. Espaliered fruit trees
11. Berry patch
12. Mandala garden bed with perennial herbs and plants
13. Herbs
14. Trellised climbing vegetables
15. Native trees with understory and ground cover targeting native bird species
16. Citrus grove
17. A combination of wicking, no-dig and conventional vegetable beds
18. Garden shed
19. Robotic tendered garden bed
20. Hot metal kitchen and reflection space
21. Bee and insect hotels



The benefits of a community garden within our school are enormous. As well as students developing an understanding of food production, plant growth and living sustainably, it also allows them to learn about nutrition, wellbeing and the benefits of growing your own fresh food. They will learn about soil health, biodiversity, organic gardening, water, composting, food miles, budgeting as well as many lifestyle benefits associated with growing vegetables.

It was with much anticipation that a group of interested parties met on the vacant land to plan what the new garden might look like.

It will benefit from the many lessons learned with the original plan and feature a well set out multi-use space that will allow small projects, dedicated production areas, teaching spaces as well as great areas to sit quietly.

Whether it is getting your hands dirty, learning, or just being surrounded by greens, research has shown it's not just the great healthy vegetables that improve outcomes for participants, but also the increase in general wellbeing through being outside, connecting with others and helping the planet that provide the ongoing benefits. 🌱

MR STEPHEN COVENTRY Head of Junior School

Our core values of kindness, courage, humility and respect have been identified as key aspects of good character and are the central focus of activities and initiatives implemented to promote and develop character within our community.

One of the challenges faced by our staff and students is unpacking these character dispositions. It is clear that the language around character and values is not entirely child friendly, requiring well-structured conversations as well as being accompanied by lived experiences.

Fortunately, our Junior School staff tackle this type of challenge every day and are masterful at helping students understand concepts connected to their learning. Speaking to our 3-year-old Pre-Kindergarten students about respect and kindness has greater meaning and when intertwined with building towers, painting and caring for the classroom fish, for example.

The Junior School provides a wealth of character-based learning opportunities for our students and these start from day one of the School year, when students in each class develop an Essential Agreement of character attributes expected of each other, to support a positive learning environment. Affirming statements such as 'we will be kind, we will respect and care for others and we will help them by being a role model' replace the traditional classroom rules approach and provides students with ownership over their school environment and promotes qualities we value.



Mr Stephen Coventry

To succeed in supporting character development, we need our values and beliefs to be visible and lived by the school community. Our end of year awards and assembly certificates reflect this by moving away from recognising general achievements, instead, acknowledging students whose actions have reflected our values.

Character development is at the heart of our approach



Jefferson Roy-Chowdhury
(Year 12) with Charlie
Cooper and Julian Senkbeil
(both Year 2)

The importance of role models has been a key factor in shaping the character of our students. This year we have been fortunate to have the support of two School Prefects, Jeremie Messmer and Jefferson Roy-Chowdhury (both Year 12), who have been exceptional role models for our Junior School students. Their generosity of time, caring nature and positive approach to all aspects of school life has helped set the tone and standards expected of our students.

A recent review by our Junior School Character Committee highlighted other key successes in the Junior School in our efforts to promote character:

- Year 5 and Year 2 leadership programs;
- House points, recognising students who exemplify our school values;
- weekly staff morning tea with an award to recognise character, based on an act of kindness/support from that week; and
- buddy programs, allowing older students to develop their skill as role models for our ELC students.

It is initiatives like these and the wonderful array of role models we have in our school community that are truly contributing to make a positive impact on the character development of our students. 🌟

(below) Jeremie Messmer (Year 12)
and Connor Bayles (Year 2)



Buckland House

MR SAM MANSON Assistant Head of Senior School – Buckland House

The two-way street of giving and receiving support when needed is fundamental to the notion of a strong and healthy community. Strengthening our student to student, mentor to student, mentor to mentor relationships and providing a family support network is something that the House pastoral care system at Hutchins aims to achieve and enhance.

Over the last few years, the world as we knew it has changed and it certainly seems that living with global uncertainty is fast becoming the new normal. Combining research and our own anecdotal experiences in working with young people and families, it is abundantly clear that the wellbeing of all of us (especially young people) is a priority at this moment in time.



Buckland House students participating in Winter Sports Day



Mrs Rachelle Robinson sitting with her mentor group



Mr Sam Manson

In the Senior School this year, Buckland, School, Stephens and Thorold Houses have provided many opportunities for improving the incidental and planned development of support and connection between members for the benefit of each community. The weekly mentor program of supporting gratitude, empathy and mindfulness in students and staff through morning check-ins and administration, afternoon pastoral care, intra-House events, community action days, assemblies and chapels, ensures that each day there are many opportunities to develop positive supporting relationships and connectedness. Students and mentors receive and contribute to important elements of community such as a sense of togetherness, acceptance of self and others, having influence, sharing and caring and learning from one another.

Assistant Heads of Senior School and House mentors are often asked by students and parents/carers as to the value of the mentor time.

Often, this simplistic perception of value is held against the more objective and outcome driven elements of the academic curriculum, assessments, test results and in the later years, the ever-present ATAR score. Whilst it remains true that many students experience regular positive emotional wellbeing quite often at school, our lived experience tells us that a significant number of students and families will access support at different times for different needs and it is comforting to know that passive and active wellbeing and welfare mechanisms exist through a purposeful and defined House structure.

Buckland House students have developed the sense of community through events such as the inaugural Years 7–12 social games night in Term 3 and have enjoyed House fundraising events such as the AFL Footy Night, both of which were organised by the House Executive led by House Captain, Daniel Sypkes (Year 12). Whilst we finished just a small step off the podium in 2022, we have thoroughly enjoyed the inter-House competitions throughout the year, as well as many intra-House events between mentor groups as we compete for our Buckley Shield trophy. 🏆

Stephens House

MRS GIOVANNA PADAS Assistant Head of Senior School – Stephens House

Community. Squad. Crew. Team.

Whichever word you use, the underlying concept is the same and one which we in Stephens House strive to nurture each week; a sense of belonging to a group of people who include, care and look out for each other.

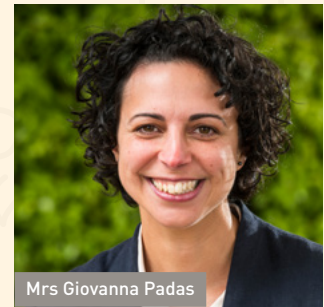
Within Stephens House, our community is strengthened by the contributions each member makes and we are so grateful to have such a generous and talented group of people.

Whether they help cook the breakfast barbecues of a Friday morning; perform on stage, play chess, present debates; connect with students from different year levels; run, jump, throw or swim at the carnivals; or are fully present to engage in our mentor activities, the Stephens community is a vibrant and dynamic one.

Prioritising the holistic health and wellbeing of all members of our community is the foundation upon which our House activities develop. To this end, we have incorporated a range of resources and initiatives to help develop the grit to persevere, the empathy to better understand and the resilience to bounce back from disappointment in our everyday lives.

Engaging in physical team-games is a fun way to foster a healthy mindset, whilst enjoying the company of our furry friends from Therapy Paws Tasmania definitely boosts our sense of wellbeing each week!

The School's values of kindness, humility, respect and courage also serve to guide our Stephens community and to make connections with others. The Stephens House Executive team encouraged the whole-school community to 'brave the cold' and wear shorts on the shortest day of the year to raise awareness of the need to 'brave the conversation' around mental health.



Mrs Giovanna Padas

From the Assistant Head of Senior School – Stephens House

The criteria for earning Stephens House awards have also recently been updated to recognise and value the qualities that define a member of the Stephens community, as one who supports and reaches out to others and the wider community. Preparing and serving dinner at the Salvation Army on a Sunday evening for those who are struggling in our Hobart community is another example of living those values, with authenticity and integrity.

As we come to the end of another jam-packed year of learning and growth, experiences and adventures, may we be grateful that we have done so within an inclusive community as connected and considerate as ours! 🐾



Stephens House Cross Country Crew



Stephens Feel Good Friday fundraising barbecue

A special place with a true sense of belonging

MRS CHLOE WISE Marketing and Communications Officer

Congratulations to the Hutchins Early Learning Centre Director of Kindergarten and Children's Services, Ms Naomi Pritchard-Tiller and her dedicated team of educators, for receiving the 2022 KindiCare Excellence Award.

The Hutchins Early Learning Centre achieved a KindiCare rating of 9.5, confirming the Centre is the state winner for Tasmania and within the top 2% of childcare and early learning centres in Australia.

Being recognised as a top performing early learning service takes rigorous scrutiny "based on their current and historical assessments, ratings through the National Quality Framework from ACECQA, parent and community feedback and reviews, the stability and length of the operation of the service as well as other characteristics known about the service." – KindiCare (2022).

One of the core values of our single-sex early learning centre is "there is no stereotyping of what a boy is; we teach the children that there are many different ways to be, to learn and to express your ideas as a person."

Naomi continues, "One thing that is unique is that we are part of a larger school. The interaction between all ages, with the youngest students able to see what their future holds and older students lending support at special events like Book Week, enables a relaxed transition to formal education and a deeper belonging to a larger community."

The Hutchins Early Learning Centre is made up of Pre-Kindergarten, Kindergarten, Prep, Year 1 and Year 2, also offering an outstanding Vacation Care program assimilated to feel like a day at home where children have some quiet time as well as opportunities for outdoor and educational activities. The Vacation Care program is offered to both boys and girls for children ages 3+ and they do not need to be enrolled at Hutchins to attend. Excursions are undertaken as often as possible and form an integral part of the services they offer.

Overall, this centre offers children the opportunity to explore who they want to be with highly educated staff members guiding them through educational activities and building their sense of belonging within the Hutchins and Hobart community. It is a special place and we are honoured to offer this type of education and care to our youngest students. 🌱



Educators and students of the ELC with Ms Naomi Pritchard-Tiller, Director of Kindergarten and Children's Services

Semester Two sport snapshot

MR JASON BERRY Director of Sport

After a highly productive and successful summer sports program, students and staff quickly turned their attention to the wide variety sports on offer in Terms 2 and 3. Cricket whites were replaced with football boots, badminton racquets were dusted off and members of the Hutchins community were excited by the seasons ahead.

With a renewed focus on developing a culture of inclusion and high performance within our winter sports programs, we were buoyed by conversations with coaches and team leaders about how sport could best support and promote The Hutchins School values of kindness, humility, courage and respect.

Across 15 winter sport options, students again displayed outstanding sportsmanship, skill, compassion, understanding and dedication in representing Hutchins in a variety of rosters and competitions.

Excitingly, after a long hiatus from travel, Hutchins sporting teams once again had the opportunity to test themselves against interstate opponents. In Term 2 alone, students participated in numerous tours.



SSATIS Athletics team

Hutchins First XI soccer were invited to participate in the National Independent School Invitational Football/Soccer Tournament in July. The event was overseen by Football South Australia, in partnership with St Peter's College and conducted in the new State Centre for Football in Adelaide. After a tough initiation, the team started to gel and showed enormous improvement and promise leading into the SSATIS season.

After qualifying through a strong performance at the Sailing Schools Teams Racing State Championships, Hutchins were chosen to participate in the Australian Schools Teams Racing Championships held at George's River Sailing Club, NSW. The team, under the direction of Mr Robert Tuck and Chris Jones ('10) were outstanding, fishing mid table in a highly competitive field.

The Hutchins First VI volleyball team participated in the All-Schools Volleyball Cup on the Gold Coast, maintaining a high winning percentage against opponents from around Australia.

The tournament laid the foundation for an extraordinary, undefeated SATIS season, one in which the team did not drop a set. The team won the state final in straight sets against a gallant team from Scotch Oakburn College.



Liam Duffy (Year 12)

In the final sports tour of Term 2, the Hutchins First XV rugby team travelled to Melbourne to take part in the Victorian Schools Rugby Grand Final Day. Decimated by pre-tour injuries, the team performed admirably, falling narrowly short of victory and confirming the strong standing of Hutchins Rugby amongst other Australian school boys teams.

We look forward with great anticipation of all upcoming tours, including a Derby Mountain Biking tour, the Australian Rules Pre-Season tour and the long-awaited 2023 England Cricket Tour.

During the last week of Term 3, Hutchins won four finals across a variety of sports. Highlighted by particularly strong wins in the SATIS volleyball state final and the First IV Division 1 Southern Tasmania Badminton Association Grand Final.

Finally, we would like to take the opportunity to publicly and sincerely thank the following Teachers-in-Charge for their work in various sports, for without their passion, experience and professionalism we could not offer the wide variety of activities that we currently do.

We look forward to their continued involvement in 2023 and wish everyone a safe and enjoyable end of term. 🐾

With thanks to contributing authors Mr Dion Hughes, Head of Middle Years Sport and Mr Tom Green, Junior School Sport Co-ordinator.



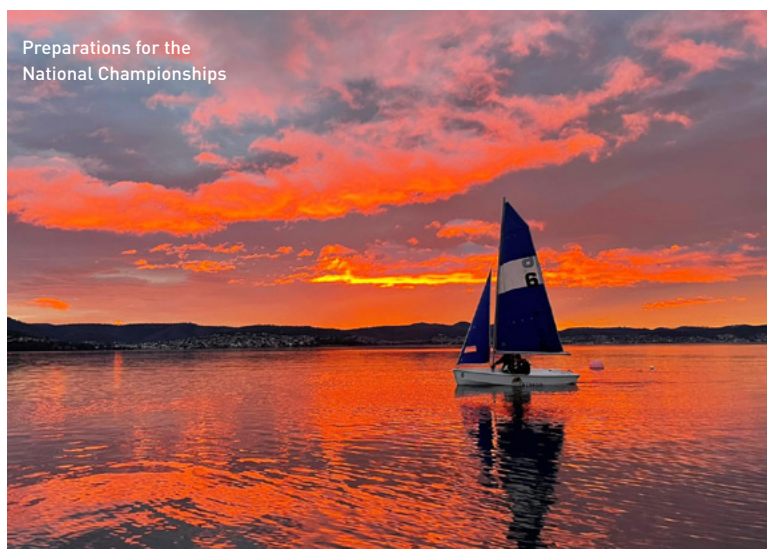
Year 8 SSATIS
soccer premiers



First XVIII football



Tommy Bennett (Year 10)



Preparations for the
National Championships

Character building in Junior School sport

MR TOM GREEN Junior Years Sports Co-ordinator

Junior School sport has provided many highlights in 2022, with students participating in a range of different sports and activities. From bushwalking and rock-climbing, to soccer and basketball, students have jumped at the opportunities put in front of them.

Whether it be excelling in the sporting landscape or trying something new and out of their comfort zone, it has been outstanding to see the participation, sportsmanship and engagement across all age groups.

A strong focus has been placed on the School's values of kindness, courage, humility and respect and how they relate to our sporting endeavours. It has been so gratifying to see the response taken from students and the way they have engaged with these values whilst playing sport. It is a great sign of character when young people emphasise and prioritise the importance of teamwork and sportsmanship over the desire to always win and finish first.

We introduced futsal as a sport choice in Term 1 this year. This quickly became very popular with students in Years 3–6, as they demonstrated outstanding skill and talent in a fast paced, exciting indoor version of soccer. Congratulations to Year 4 students Benjamin Medwin, Walter Fish, Chufan (Valencia) Xiao and Connor Sillifant for representing Tasmania in the national championships in Brisbane this September, finishing first!

With a vast number of teams covering a number of sports, we rely so heavily on our staff and in particular, our parent/carer volunteers to assist with coaching and managing. Thank you to all those who have dedicated so much time to help nurture and support our junior students as they navigate their way through sport at Hutchins! 🐾



Year 4 soccer



All Schools Cross Country – Year 5 team



Futsal – Tasmanian representatives (Year 4)

Semester Two





Special feature
Semester Two



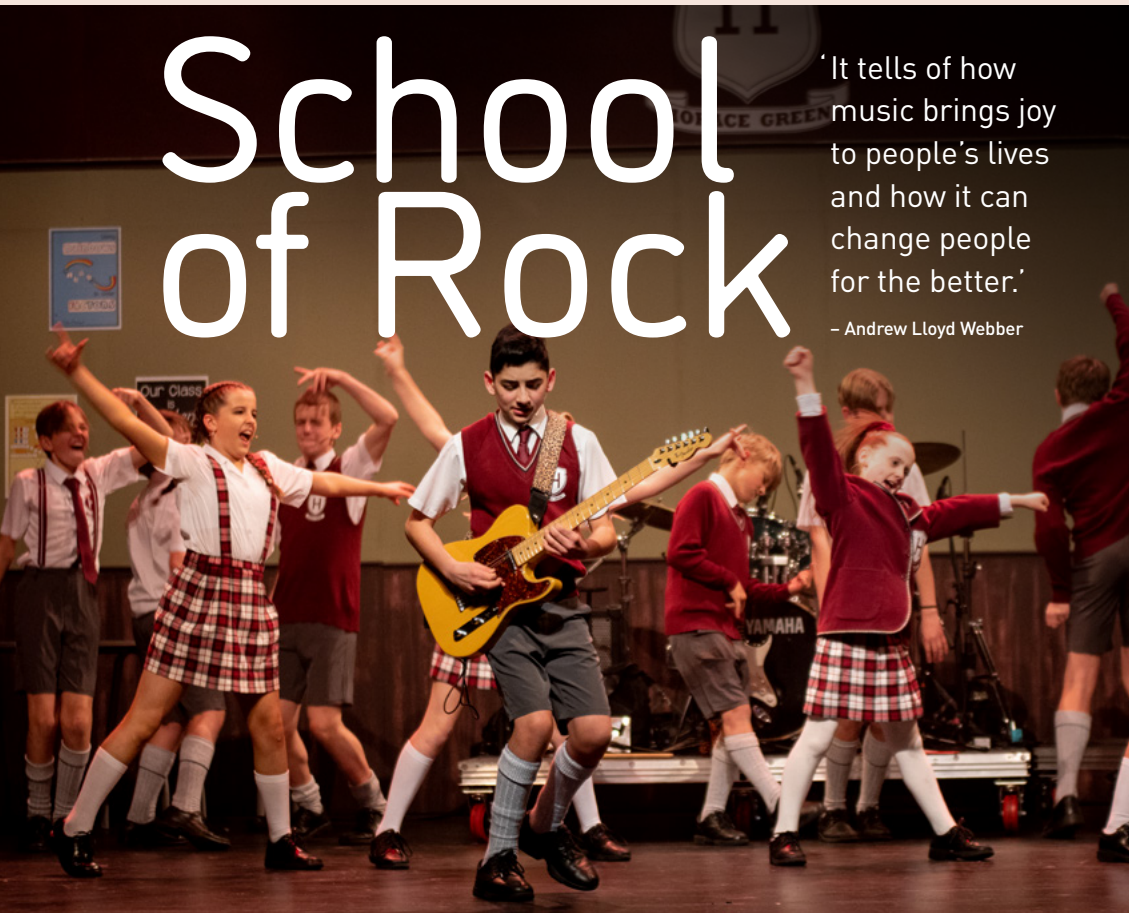
MRS MICHELLE WEEDING Head of Faculty – Visual and Performing Arts
and **MISS MIKAELA CAMPBELL** Drama Teacher

Call it fate, but it seemed fitting that the cast who performed in this year's musical extravaganza were some of the same students that we took to Melbourne and Sydney four years ago to see the professional shows of *School of Rock*. We all walked away from the show feeling inspired, uplifted and knew we had just witnessed something special.

School of Rock

'It tells of how music brings joy to people's lives and how it can change people for the better.'

– Andrew Lloyd Webber





With fitting our directorial styles, we were excited to have the opportunity to direct this iconic, high energy and contemporary rock musical.

We knew the production would be a success when over 120 students auditioned for roles. This show was an ambitious choice because some of our youngest students not only were a triple threat, but also play live instruments. Yes, they were all playing live!

Our directorial journey was not without its challenges. Putting on a show during a global pandemic was not easy, but it was incredibly rewarding to see students back on stage performing.

Four shows in three days and a production we were all incredibly proud of, School of Rock quite literally rocked the Theatre Royal stage! Each student involved, from both The Hutchins School and St Michael's Collegiate performed with tremendous talent in drama, dance, music and voice and band.

We had also an incredible team of staff, creatives and pit band, without them this show would not have been possible.

Watching Years 6–12 students playing their instruments on stage as they back flipped, danced on tables and astounded the audience with their incredible vocal range working together as a team to mentor and inspire each other at rehearsals was the best part of the process. 🎸



My favourite part about The School of Rock production was being able to have all the hard work that so many of the cast and crew put in pay off in such a rewarding way. Being able to perform on the stage of the oldest continuously operating theatre in Australia is a privilege that few are able to experience, let alone to do so whilst performing the Tasmanian premiere of such an incredible production.

Working with students from Years 6–12 from both Hutchins and Collegiate allowed for the show to be as dynamic and immersive as it was. I can say, without a doubt, that my greatest honour was being able to mentor and admire the great talent that each of the 'kids' cast members possessed.

Working with the younger students both inspired me to perform to the best of my abilities, whilst also allowing me to reflect back on my first years of performing in past Middle School productions [*13 The Musical* in 2018 and *Camp Rock The Musical* in 2019].

I hope to continue to captain Drama within The Hutchins School and inspire all students to find their passions and do what they love, because ultimately, it's what you do that matters.

– Fergus McLean (Year 11) 🎸

Anniversary Week – celebrating our 176th year

MS LAURA BIRD Marketing and Communications Manager

On Wednesday 3 August, The Hutchins School celebrated its 176th year. The Anniversary Day began with a service at the magnificent St David’s Cathedral for Year 8, Year 11 and Year 12 students, staff and families.

As part of the service, Anniversary Ties were presented to students who humbly continue to embody the School’s values of kindness, humility, courage and respect, all without the previous recognition of leadership roles or badges in 2022. The ties were presented by Board member, Mr Gene Phair and Headmaster, Dr Rob McEwan to an outstanding group of Year 12 students.

‘We want to acknowledge the students exemplary behaviour, their integrity as role models in our community and their ability to represent the Hutchins values,’ said Headmaster, Dr McEwan.

The audience witnessed wonderful performances by the Senior Vocal Ensemble, the Brass Ensemble along with an inspirational message from The Rt Revd Dr Richard Condie, Bishop of Tasmania.

Celebrations continued back at Hutchins, where the Middle and Senior School students came together in the Senior School Quad to enjoy a barbecue lunch followed by a rousing rendition of Happy Birthday and cutting of the delicious birthday cake!

While enjoying a slice of chocolate cake, students and staff cheered on the students v Old Boys touch football match with the Old Boys taking the win 5–1.

Meanwhile in the Junior School, students celebrated with an Anniversary Service, and as per tradition, the anniversary cake was cut by the youngest student in the School, Bowie King (Pre-Kindergarten), with the oldest student in the Junior School, Luke Berry (Year 5) alongside Mr James Seddon (’01) representing The Hutchins School Old Boys’ Association.

It was a fantastic time of birthday celebrations at The Hutchins School! 🎂



The ELC and Junior School birthday cake is a tradition dating back to 1946 and this year Elizabeth Hudnott of Cakes by Grannie created a magnificent 3D cake of Ingle Hall.



Senior School cake cutting



Anniversary Tie recipients

2022 Anniversary Tie recipients

Joshua Brown, Connor Cheeseman, Ka Bo (Aaron) Chow, Elliot Cullen, Liam Duffy, Fergus Grant, Cale Hine, Seth James, Edward Kennett, John Lo, Campbell Logan, Blake Marriott, Timothy Mitchell, Luca Nunn, Henry Oddie, Nikolas Papastamatis, Oliver Pridmore, Edward Shepherd, Leo Szoke, William Thorpe, Hilton Voss, Henry Watchorn and Chenxuan (Jason) Ye.

Anniversary Ties were introduced to provide Hutchins with the opportunity to recognise, in a tangible way, a Year 12 boy who does not hold a high profile position, but who exemplifies the values which are important to Hutchins and has the respect of his peer group and staff.

Reconciliation at Hutchins

DR ADAM GROVER Reconciliation
Action Plan Convenor

We, as a nation, as a community and as a school are at a turning point in our journey of reconciliation.

The Australian Government's adoption of the principles of the Uluru Statement from the Heart, impetus towards a national referendum on Voice and the Tasmanian state government's commitment to examining a pathway to Truth Telling and Treaty, are the clearest and most obvious signs of institutional change.

Moreover, the personal journey of awareness and recognition of the need for change and the growing realisation amongst individuals and communities of the need to uncover a contested past and to step up to discuss and act on racism and injustice are increasing and emerging. These public and private dimensions are interrelated and advance the goal of a reconciled Australian nation.

At Hutchins the work of the Reconciliation Action Plan Working Group continues. We have agreed to a Hutchins Acknowledgement of Country and a Vision for Reconciliation.



Bianca Templar
presenting her artwork
to The Hutchins
School Headmaster,
Dr Rob McEwan

We have engaged with each other, with staff and with key stakeholders such as Reconciliation Tasmania to harness the skills and expertise we need to improve our collective institutional integrity regarding reconciliation.

Importantly, you may have noticed the new Aboriginal and Torres Strait Islander flags at the School, the prominence of the welcome plinth at the Senior School Reception, as well as the original artwork by Palawa artist Bianca Templar and statements of Acknowledgement and Vision in the School's reception areas.

All these show we are moving forward in the dimensions of reconciliation. Significantly, as part of our submission to Reconciliation Australia, we have committed to taking 14 actions to deepen and give a fuller account of our commitment to reconciliation.

The actions are broad and comprehensive and include reforms such as curriculum planning to ensure that Aboriginal and Torres Strait Islander histories and cultures are more visible, staff training and cultural awareness development, increased participation of members of the Palawa community across the School and increasing opportunities for students to take action against racism and injustice both here in the Tasmanian context, but also as change agents in the future where ever they might find themselves.

The value of our work in 2022 and the merit of acting as partners in reconciliation in all its forms will be seen in the way our community and our students stand together and successfully advocate for future change.

The artwork was commissioned by The Hutchins School in 2022 and I (the artist) was given full freedom in its design. In my design planning, I reflected on the School's history, its location and most importantly, the journey the School was on when writing its Reconciliation Action Plan. The Hutchins School's firm commitment to active reconciliation heavily influenced not only the style I used, but also the colours chosen.

The border is a mixture of green and blue which represent the river and kunanyi – which The Hutchins School is situated between. Although the meaning of the petroglyphs around the border represent the mountain itself, as well as the wildlife on the mountain and river.

The three main petroglyphs in the middle of the piece represent The Hutchins School and its campuses, while the feet painted in the School's colours represent the School's journey towards reconciliation.

– Bianca Templar, artist,
Takamuna rrala designs

When we learn more about ourselves and where we truly and respectfully walk together with our Aboriginal and Torres Strait Islander brothers and sisters we, by such a process, are made whole as a nation. 🦘

MS LAURA BIRD Marketing and Communications Manager

Boarding at Hutchins is more than a home-away-from-home, it is a place that fosters friendship and care, inspires students to take initiative and is a place for everyone to grow in a safe and engaging atmosphere.



Burbury House Trivia Night

Inspiring students to take initiative

“We want to grow the sense that Burbury House is a place of belonging and inclusivity. We will celebrate each other, our friendships and our community. Boarding allows space for friendships to grow based on mutual respect and the genuine joy of spending time together.” Explained Head of Boarding, Mr Fraser Bolton.

Hutchins has 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. Developing active and engaged global citizens in a family environment with a focus on the individual’s wellbeing is at the heart of the boarding program.

Burbury House offers students collaborative and individual spaces, attractively furnished rooms and welcoming leisure areas.

Year 12 student, Thomas (George) Pullin, an interstate boarder from Canberra, ACT, shares:

“My boarding experience in Burbury House has been and will likely remain as the most unique experience I’ve had in my life to date. It offers an environment that you wouldn’t expect, however it’s an environment that I believe offers exciting residency and opportunity to closely connect with an interesting group of people.

I started in 2021 as a Year 11 boarder and naturally I was a little apprehensive, but the boarding house was welcoming and the staff and students made the induction process manageable for me.

As a new boarder, I first saw the boarding house as just a place to stay whilst I completed my last years of school; but as I learnt more about the place and identified its workings, it presented many opportunities of leadership and service. And so, I surrounded myself with my own objectives in order to make the most of my time at Hutchins.

I was able to put together some great initiatives such as the Burbury House eSports League in 2021 and the Burbury House Trivia Night in 2022, which were both exciting activities and highlights that brought the boarding community together.

The Tutor Group activities run by Boarding House Captain, Samuel McShane (Year 12) have also been some of the most exciting times as you get to work together with mates and compete in a group competition.

The staff are friendly and easy to talk to, most notably Mr Tom Green and Mrs Anna Nicholas, as they offer exceptional support and are easy to start good conversations with. It is also great to have access to the School facilities, in particular the Palfreyman Gymnasium yields convenience and reward for boarders who want to play some indoor cricket or execute a regime in the upstairs circuit room.

In my experience overall, I’d say that the boarding house has something for everyone. It is a great community, there’s a high level of optimisation for each boarder and real connection that constitutes a strong form of unity, and I’m happy to be a part of that.” 🐼

Our triumphant sailing journey

MR GREG ROWLINGS

Teacher-in-Charge of Sailing

Hutchins has a long and proud history when it comes to sailing. From Clipper Round The World Race sailors like Richard Hewson ('97) and David Graney ('69), to Sydney to Hobart line honours winners Michael Cooper ('86) and Craig Clifford ('84), our past and present sailors have represented our school with distinction.

Over the past seven years our Sailing Academy has gone from strength to strength. During this time, we have seen the introduction of sailing into the Junior School sports program with weekly sessions in Terms 1 and 4. Through the generosity of Joy Anderson, a sailing benefactor, we have seen a bursary established for two students in the Junior School to be provided with coaching and an International Optimist for use over the year.

While reflecting on our highly successful sailing program, we recalled a conversation with Neil Thomas ('40) whose vision helped create our wonderful Sailing Academy.

In this conversation, Neil's wish was to create a place where students have the opportunity to build resilience and teamwork through sailing. Sailing taught Neil many lessons in his formative years and his legacy is shining through with our current cohort of Hutchins sailors.

Whilst Schools Team Racing has been the cornerstone of our sailing program for well over 25 years, we have branched out into other disciplines such as match racing and fleet racing in the Hutchins SB20's.

More recently, we collaborated with St Michael's Collegiate and took part in the 2K National Open Team Racing Championships. This was a wonderful experience for all who took part and something we would like to continue moving forward.

During December, we shall see several Hutchins sailors competing in the SB20 National Championships. This event will be held on the River Derwent and will see the return of our refurbished boats for their first major regatta in 12 months.



SB20 training with Edward Broadby, Tom Fader, Archie Hayes and Tom Hugo

With great thanks to the Cooper and Burton families, in 2017 we purchased these boats to extend our students from their respective dinghy classes into the world of keelboat sailing. Boat 3387 Murray Jones will be helmed by Hugo Allison (Year 11) with Edward Broadby (Year 10), Charlie Birch (Year 7) and Gus Wilkie (Year 10) as crew. Boat 3356 Warwick Dean will be helmed by Nicholas Jones (Year 10) and will have Tom Fader (Year 8), Archie Hayes (Year 8) and Casper Birch (Year 10) as crew.

The Hutchins School Sailing Academy will be hosting some key events in 2023 and are hoping to see some of our past students and families come along to reminisce and to support our up-and-coming young sailors.



Good luck to all current students taking part in their respective national championships over the Christmas period as well as the past students who will be competing in the various ocean races being held during this period also. 🍀

(above) The combined Hutchins/Collegiate 2K team comprising of Edward Broadby, Tom Fader, Gus Wilkie, Nicholas Jones, Olive Tapping, Nicole Pieterse and Genevieve Strutton



Henry Hill (Year 5) and George Hill (Year 3) with their grandparents

Following a morning tea of scones with jam and cream, our visitors and their grandchildren were given the opportunity to select and donate books to the Stephens Library with their grandchild acknowledged inside the book cover. There certainly were some very happy students looking forward to borrowing their own book from the newly refurbished library!

Classroom visits were crowded with enthusiastic children and keen listening family members. It was wonderful to see parents/carers, aunts, uncles and favourite people join in the fun to create memories on this special day as well.

Thank you to all our visitors for joining us, especially those who travelled from around Tasmania and flew from interstate or overseas. We were especially humbled by the efforts of those grandparents and special people who could not make it because of distance or illness and joined their grandchildren through FaceTime. To see their faces light up looking at those tiny screens made the day even more meaningful.

It is clear that no matter the distance, with or without physical presence Grandparents' Day is truly a remarkable event on the School calendar. 🌟

Grandparents' Day sparks joy in our community

MRS CHLOE WISE Marketing and Communications Officer

In two very memorable celebrations during the last weeks of Term 3, we celebrated Grandparents' Day with over 450 grandparents and special people in the lives of our ELC and Junior School students. The students were thrilled to have their grandparents and special people join them for an eventful morning, including classroom visits.

Kindergarten to Year 2 students performed eagerly on stage with a barnyard dance, choir performance and a book reading, as well as an exhibit of portraits drawn by Year 1 telling everyone what they love most about their grandparents and special people. It was overwhelming how much admiration was in the room and a clear display of how important these people are in our students lives.

The Years 3–5 students wowed the audience with their multiple musical performances, heart-warming poems and an energetic drama play about saving energy in the home by banishing energy vampires!



(left) Ry Goss
(Pre-Kindergarten)

A vibrant learning environment

MISS ANNA DAVIDSON Teacher Librarian

This year the Stephens Library has expanded to cater for students from Pre-Kindergarten to Year 8. New shelving and furniture have been a welcome addition to the library, creating an inviting and engaging environment for all learners who use this wonderful space.

The 'treehouse' area of the library has been transformed into an inviting and engaging space for ELC library lessons, where students enjoy sharing stories and poems. Discovering new books to borrow has been made easier with the new forward-facing shelving. The Quick Picks wall display is a hit with students who enjoy replacing display books with their own personal favourites.

Re-organising the fiction and non-fiction collection into genres has assisted students in finding their next great read as they can easily browse their preferred genre, as well as sample titles in different genres. The fiction shelving has new display shelves, meaning more books are forward-facing, enticing young readers with the wonderful cover art that we now see on many books. The non-fiction collection is now housed in browser tubs, allowing students to flick through topics of interest.

So, what do students enjoy about the new space?

- I like how colourful the library is now and it's way easier to see the covers of all the books – Sam (Year 5)
- It's easier to find books now – Jack (Year 5)
- I like how it is all spaced out and there are clear labels to show you where things are – Deacon (Year 4)
- I like the new furniture. I like the colours and shapes. The blue looks really good with the orange – Jacob (Year 3)

Libraries at Hutchins are exciting and interactive, with a focus on engagement and different opportunities to learn. They are vibrant learning environments, resourced to equip students with skills to read, research and learn online while keeping pace with technology as the digital age combines with traditional learning.



Willem Fromberg (Kindergarten)



Otis Holmes (Kindergarten) sharing a story with his mum



Soumil Nandapurkar, William Stewart and Kai Zhang (all Year 3)

The additions to the Stephens Library space, collection and programs, have been made possible due to the generous donations to the Library Fund by members of The Hutchins School community.

We are so grateful for the support received from the School community and appreciate the high value placed on the importance of the library and its offerings to the community. Thank you for your kind support. 🌟



John Page ('54), Allan Harvey ('46),
Geoffrey Casson-Medhurst ('59),
Winston Henry ('57) and Gavin
Gibson ('59) with Prep students



Clive Taylor and
Graeme Salmon ('57)



Geoffrey Parsons
('56) wearing
c1924 boater hat

Over 80's Club visit to ELC

MRS CHLOE WISE Marketing and Communications Officer

During late August, the Early Learning Centre welcomed President of the HSOBA, Mr Barrie Irons, and the Over 80's Club to visit and connect with some of our youngest students.

The Old Boys who attended the Hutchins Macquarie Street campus in the 1940's, 50's and 60's, showed an air of recognition as they entered the Early Learning Centre at the Hutchins Sandy Bay campus. Whether it was the crest on a young students' blazer or sitting in amongst their peers (some of whom hadn't seen in each other in 60 years), our Hutchins Alumni were in some part, home.

'Hutchins for life' was visible by the Prep and Year 2 students sitting in front of nearly forty Old Boys from the Over 80's Club. In the Jan Reynolds Activity Centre, Dr Robert Brodribb ('60) read 'What sound does a Giraffe make?' to an engaged and animated Prep class whilst the rest of the Alumni watched on with smiles, reminiscent of their younger selves.

Some pointed questions from the Year 2 students lead to a recollection of memories from times past and some mischievous chuckles amongst the crowd.

The visit concluded with a tour of the ELC and an opportunity to read letters Year 1 students had left on their desks recounting their name, age and favourite hobby. Many questions from the Over 80's Club were directed to the Head of the Junior School, Mr Stephen Coventry, about learning at Hutchins and how times have changed.

Lunch was served at the Royal Yacht Club of Tasmania with an opportunity to catch up, reflect on those who have since passed and welcome new members to the Over 80's Club.

Headmaster, Dr Rob McEwan, joined the group to discuss the continuous connection of an Old Boy to The Hutchins School in 2022. Regardless of campus location, our guiding statements continue to hold true after 176 years, developing men of character is still at the heart of everything we do. 🦋

Recognising a special donation

MS KATIE RICHARDSON Archives and Records Manager

At the Over 80's event, Geoff Parsons ('56) donated a box of memorabilia that crossed many decades of his family's time at Hutchins. One of the items was a c1924 boater hat belonging to his uncle, C J Parsons (e1919). Post-Hutchins, C J Parsons went on to become the Treasurer of the HSOBA Hamilton branch and donated £1000 (the equivalent of \$33,000 today) to establish a scholarship which was given out by the School for over 40 years. The Parsons family have been part of the Hutchins community for over 100 years with C J Parsons' grandson, Henry Jones (Year 11) being the most recent student to attend. 🦋

From the Parents' Association

MRS DAYANA BAKER President, The Hutchins School Parents' Association

With the lessening of COVID-19 restrictions, 2022 saw The Hutchins School Parents' Association re-invigorate many of our annual events. The Parents' Association's main focus is to facilitate the strengthening of the relationship between the wider school community and the students.



Unveiling of the Junior School playground project



Power of 9 students Samuel Bishop, Thomas Martin, Thomas Clark and Nathan Godfrey



Year 5 on the new play equipment

As a school community, the Parents' Association have been proud to unveil and see the completion of the Junior School playground project, which has been a source of great joy and activity since installation. It has been such a significant project and is wonderful to be able to see this come to fruition after many years in the making.

Our Ladies High Tea was held again in June at Hadley's Hotel. It was a wonderful afternoon to celebrate the mothers and carers of our students and to catch up. We would like to thank Hayley Baker and Alli McShane for collaborating to create a beautiful gift hamper as a lucky door prize. We will be holding this event bi-annually going forward, with the exciting announcement of the return of the School Fair in Term 1, 2023.

The Parents' Association were also pleased to approve a proposal from the Outdoor Education department, to purchase a fleet of mountain bikes for the Power of 9 program. This commitment saw a generous contribution from the Parents' Association to upgrade the current fleet of bikes, which will benefit the students in the program for many years to come.

Grandparents' Day events were rolled out across the School this year, being held in the latter part of the Term 3. We would like to thank the generosity of all the volunteers who gave up their time to serve morning tea and coffee to our beloved grandparents and special friends of our students. This is a highlight each year at The Hutchins School. It is a true celebration and demonstration of what the students have been working on throughout the year and is always so greatly received by all involved.

A huge thank you to Milly Fox for organising our Mother's and Father's Day stalls this year. This is no easy feat, and Milly with her volunteer parent/carer assistants certainly brought smiles to the faces of our younger students with her beautifully chosen and wrapped gifts for mums, dads, and carers.

We would like to take the opportunity to thank all our committee members along with the parents/carers who have provided their valuable time in attending meeting and volunteering their services throughout the year. It does not go unnoticed and we are very fortunate to have the support. 🌟

Update from the Old Boys' Association

MR BARRIE IRONS President, the Hutchins School Old Boys' Association
(Honorary Life Member)

Formal reunions, catchups and of course, sporting clubs are often the focus of the Hutchins School Old Boys' Association (HSOBA) activities. They provide a wonderful opportunity to renew and sustain those special friendships and to build communities.

The 1970 Leavers are an example of a group which has kept in contact outside of the formal HSOBA arrangements, however I am sure there are many more. Some of the 1970 alumni got together at the Old School in Macquarie Street for their 20th reunion in 1990. Things lapsed for a while until Merv Simmons, Nick Saunders and Simon Bamford organised a dinner in 2017, which was a wonderful occasion to reconnect. Phil Blackwood then took over as the driving force and dinners have been held regularly each year since.



Our community is so widespread and includes so many different cultures. Di and I had a wonderful surprise when Yash Makharia ('13) and his new wife Anan, who grew up and was educated in Mumbai, popped in at our home on their recent visit to Hobart.

We had a wonderful cultural experience learning about their marriage, studies and changes that are happening in the Indian culture, largely driven by technology. Yash spoke enthusiastically about how well he and his brother Harsh ('15), both boarders, were prepared at Hutchins for life after school. Hutchins certainly benefitted from their amazing contribution.

Our HSOBA community is so diverse and strong. I have enjoyed my involvement as an honorary Old Boy and then President. Thank you for the opportunity to be part of this wonderful community.

(left L-R) Harsh Makharia, Nidhi Makharia (wife of Harsh), Ananyashree Makharia (wife of Yash Makharia) and Yash Makharia



(left) Members of the Hallett/Chesterman family (L-R) Hugo Chesterman (Year 6), Frederick Hallett (Year 6), George Hallett (Year 12), Oliver Hallett (Year 3), Alexander Chesterman (Year 10), Harry Hallett (Year 9), Richard Hallett ('93), Maxwell Hallett (Year 7), James Hallett ('85) and Christopher Chesterman ('94)

It is not often you have seven members of the same extended family at the School at any one time. 2022 will go down in folklore in the Hallett/Chesterman family annals. Three siblings including James ('85), Richard ('93) and middle sister Ange (Fahan '88) who is married to Christopher Chesterman ('94), all have their sons at Hutchins together. The Boarding House has been home for all the fathers pictured and this year George, Harry and Fred are all boarders. These families have a history with the School that spreads across three generations with Christopher's father Tim ('61) also attending. 🐾

(top) 1970 Leavers reunion, 1990
Back row – Robert Giblin, Michael Johnston, Greg Cornwall, Wayne Newitt, Peter Shield, Leith Thompson, Tim Shoobridge, Andrew Johnston, Jervis Holloway, Rob Wilkinson, Nick Saunders, Ron Ward, Tony Shadforth, Robert Groom, James Bayly-Stark, Paul Lewis and Harvey Gibson
Second row – David Panton, Simon Bamford, Merv Simmons and David McDavitt
Front row – Peter Burton, Frank Andrews, Simon Young, Miles Kerr and William Chesterman

(above, middle) 1970 Leavers reunion, 2021
Fifth row – Nick Burbury, PeterThompson, Jamie Bayly-Stark, Andrew Johnston and David McDavitt
Fourth row – Simon Bamford, Phil Blackwood and Rob Groom
Third row – Leigh Woolley, Harvey Gibson and Mike Peterson
Second row – Merv Simmons and Nick Saunders
Front row – Roger Clemons, Michael Johnston, Robert Fassett and Peter Shield

Our vision is becoming a reality



Artists' impression, indoor pool facility



Mr John Groom

Once complete, this incredible facility will form the heart of our campus, a place for all to meet and a place to celebrate sport, performance and learning. We really do hope that all members of our school community can share in this journey.

In particular, we wish to thank all members of the 175 Club and the 1846 Society.

Thank you to everyone who has contributed towards making our vision a reality. The level of goodwill that we encounter as we execute our work is truly inspiring. Please feel free to make contact if you would like to know more.

"Please join us as we look to the future with great optimism and enthusiasm as we play our part in building on the founding vision of this school – to nurture character in boys who act with kindness, humility, respect and courage."

– Dr Rob McEwan, Headmaster



MR JOHN GROOM ('86)
Director of Advancement

The first phase of the Make Your Mark (MYM) major capital campaign has successfully concluded, having raised \$14,861,139 at the time of writing. This has exceeded all expectations and we wish to thank all our donors to date.

We are very conscious of the pressure on household budgets in the current inflationary context. This makes the total raised to-date all the more extraordinary.

The Master Building Plan, devised some years ago, clearly identified the Signature Building as our top priority. The School Board then turned its mind to the issue of raising the necessary funds.

When the Board committed to our first major campaign in 30 years, we really had no idea how our community would respond. We have been overwhelmed at the response and we can rightly be proud of our collective efforts so far.

Our mission in the Advancement Office is to advance and grow a culture of giving within our greater school community. We are making genuine inroads into our objectives, and we are seeing the benefits across the giving program, not just in the area of buildings.

As you may be aware, we will shortly commence the second phase of the MYM campaign. We will announce our fundraising target next year. These funds are intended to contribute to the cost of the pool element of the Signature Building.



Dom Baker, Dayana Baker and Gene Phair ('87) at the Make Your Mark Cocktail Event

If you wish to find out more about the Signature Building, please visit makeyourmark.hutchins.tas.edu.au. Please note that all donations made to the campaign are fully tax deductible.



Captain Stanley Darling, 1956
(image reproduced with permission
from the Australian War Memorial)



Head of the River, 1923
(Stanley Darling, middle row
on far right)

News from the Archives

MS KATIE RICHARDSON Archives and Records Manager

Courage and respect: From a Hutchins education to a career at sea

How two men 75 years apart followed a similar career path that led them both to HMAS *Watson*.

Stanley DARLING was born in Bellerive, Tasmania on 17 August 1907. Stanley enrolled at Hutchins in 1919, and immediately immersed himself into the School. Stanley competed regularly in athletics, swimming and rowing – receiving swimming Colours (1922), competing in the Head of the River (1923), being made Captain of Swimming and Rowing for Buckland House (1923), and receiving a School Medallion for swimming (1923). Stanley's school achievements were not only played on the sporting field as he also was a proficient scholar, receiving many academic certificates in his final years at school. Stanley was also a Prefect and a member of the Literary and Debating Society.

After leaving Hutchins, Stanley joined the Royal Australian Navy (RAN) Reserve cadets in 1921 while completing a Bachelor of Civil Engineering. In 1931, Stanley became an ABC radio announcer before leaving Hobart to become a civil engineer. While working, Stanley remained active in the RAN Reserve and served on ships including HMA *Adelaide* and *Canberra*. According to his biography on the Navy website, Stanley is listed as being a "good influence both on junior officers and the men". In 1939 after being made a Lieutenant Commander, Stanley was mobilised for full time service upon the outbreak of World War II. In early 1940, Stanley was selected for anti-submarine warfare training and in 1942, he was appointed in command of the frigate HMS *Loch Killin* which was part of a fleet renowned and feared by enemy submarines (although we do not have the necessary space in this article to go through Stanley Darling's impressive World War II career, you can read about it at www.navy.gov.au/biography/captain-stanley-darling). Post-war, Stanley was promoted Captain in 1952, and was appointed as an Officer of the Order of the British Empire (OBE) in 1960. After over 40 years in the Navy, Stanley retired in 1961. Stanley never married and passed away in 2002.

Exactly 75 years after Stanley Darling left the School, **Alexander FINNIS** enrolled at Hutchins in 1998. Alexander was born in Sydney, New South Wales on 18 May 1984. In 2002, Alexander was Vice-Captain of First XV Rugby, received Cap Awards and First Colours for rugby and was Captain of the U18 State Rugby team. Alexander also received awards for academic effort (1999–2000), First Colours in debating, music vocal and music instrumental, and was a member of the School Orchestra, Senior Choir, Swing Band, and the Choir of the Chapel of St Thomas. Alexander was also a boarder and, like Stanley, a member of the Literary and Debating Society.

After leaving Hutchins, Alexander graduated from the Australian National University and worked in the Commonwealth Public Service and, again like Stanley, was a news reader for ABC News Radio's Parliamentary bureau before joining the RAN in 2008. Lieutenant Commander Finnis has served in numerous sea postings, most recently in HMAS *Adelaide* and HMAS *Warramunga* as Principal Warfare Officer and HMAS *Canberra* as Operations Officer, before assuming command of the Patrol Boat HMAS *Glenelg (III)* in 2020. Alexander is married to Caitlin, they currently reside in Canberra, ACT.

These two Old Boys have had impressive careers with similarities along the way, including a love of sport, academics and debating at Hutchins as well as both becoming news readers/announcers at the ABC prior to their full time Navy careers, but how did they end up in the same place? In 2018 Alexander graduated from the Principal Warfare Officer Course as an anti-submarine warfare specialist... which is currently studied in the CAPT Stanley Darling building on HMAS *Watson*! 🇺🇸

(below) Lieutenant Commander Alexander Finnis, 2022 (image reproduced with permission from the Royal Australian Navy)

(below right) First XV Rugby, 2002 (Alexander Finnis, seated on the far left)



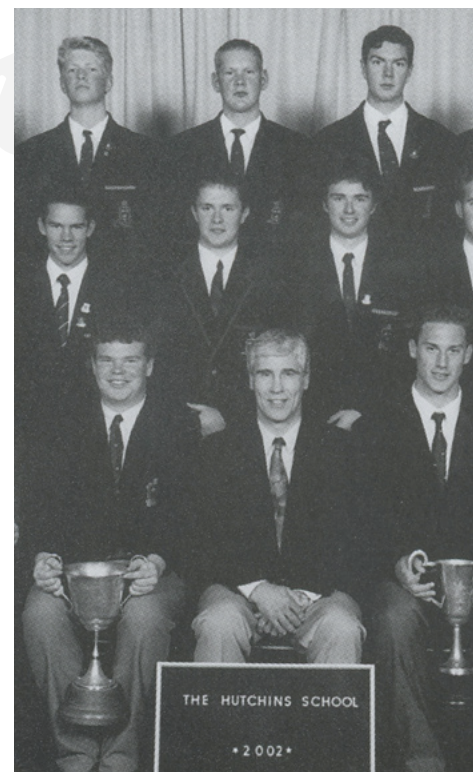
Long-standing SATIS record remains unbroken after 50 years

We were excited to discover recently that in October 1972, Randal Markey ('72) ran the Boys Open 1500m and 800m at the SSATIS Athletics carnival held at The Hutchins School. Randal ran a time of 3:56.50 in the 1500m and 1:53.95 in the 800m. Randal then went on to run a time of 3:58.5 in the 1500m and 1:53.4 in the 800m at the SATIS carnival held a week later. These records are the longest standing records for SSATIS and SATIS Athletics.

Randal was a finalist in the 1500m at the 1974 Commonwealth Games and was Australian 1500m champion with a time of 3:40.6.



Randal then attended the University of Oregon on a track scholarship and in 1976 was All American for the NCAA Championships in Philadelphia. Congratulations Randal on this remarkable achievement in Hutchins, SSATIS and SATIS history. 🇺🇸





STAFF MEMBER
Rob McCammon

“A passionate trail-blazer for the popular water sport, sailing and whose input has contributed to today’s broader co-curricular program.”

Teaching at Hutchins 1987–2016

School positions held

Year 8 Co-ordinator, Year 7 mentor, Year 8 mentor, Middle School Academic Co-ordinator, Sailing Co-ordinator, Surfing Co-ordinator.

Additional professional educational positions held

whilst at Hutchins Scientist In Schools program and Kids Teaching Kids volunteer. This was preceded by Rob’s dedicated commitment to Team Racing Sailing, a program which emphasised student-teaching input. More recently, Rob was employed part-time in the Teacher in Education program at UTAS.

House affiliation

Stephens

Who were some of your close work colleagues?

Rob commenced in the Middle School with James McLeod, Scott Young ('75), Janet Waters, Alan Dear and John Millington (then Principal). More recently, close colleagues included Mr Anthony Hyland, Mr Ken Kingston, Mr Anthony Apted, Mr Shane McAloon, James McLeod, Simon Moore and ... 'they, along with many others, including all staff in the Power of 9 program, have become long-term friends'.

Where are they now?

CHRIS RAE Head of Senior School (2001–2008)

What are your memories and highlights of your time at Hutchins?

The elective system introduced in mid-90's by then Principal, Russell Morton, for Year 8 students. As Academic Co-ordinator, Rob was heavily involved, developing his own teaching unit on boat design ... 'including building a towing tank in my laboratory for model testing... a passion of mine'. The over-all program still runs today.

As Sailing Co-ordinator, managing the growth of the fledgling sailing option in the co-curricular program, Rob has seen many talented young sailors provided with the opportunity to compete for the School at the national level. In 1993, together with the input of Nick Rogers, Hutchins teams were the first to represent the state at the School Team Racing National Championships, held in Perth, WA and finished third, a wonderful effort. Today Team Racing is very popular around Tasmania with many schools competing at the nationals. Rob's foundation-work here has contributed to the establishment of a Sailing Academy at Hutchins, 'something to be proud of'. He acknowledged the help of Parents' Association and many others.

A particular and lasting memory occurred in 1993. Rob was approached to do an episode on boat design/building for the popular WIN TV programme, Good Sports which also featured three talented young sailors Nick Corkhill ('95), Ben Muir ('95) and Tim Muir ('92). He has very fond memories of this.

How do you see education today?

Over time, technological changes have made a huge difference ... 'When I first began teaching, we had a gestetner, blackboard and chalk, the most high-tech piece of equipment was John Millington's prized stapler!'

So much changed, as teachers embraced PowerPoint, smartboards, digital data collection, a vibrant IT Department, constant PD etc – all for the good. Rob still had a passion for the old overhead projector, once a feature of most classrooms!

What of life post-Hutchins?

Rob is trying to complete overdue home renovations, with occasional help from Thom Turbett. He also enjoys spending time with his daughters. The passion for sailing remains very strong, too. 'Recently, I dug out my old sailing dinghy and have given that a go, I still like to go for a surf.' 🌊

for the same
day made in the

Senior Cricket Team 1916–7,
donated by B W Madden ('50)



Recent donations to the School

MS KATIE RICHARDSON Archives and Records Manager

Below is a list of items donated to the Hutchins Archives and Heritage Collection since publication of *Magenta and Black*, Winter 2022.

- (below and right) A selection of items donated by G F Parsons ('56):
- 01 – Boater hat c1924 belonging to C J Parsons (e1919)
 - 02 – Building and Development Plan and Annual Report and Prize List booklets, 1953
 - 03 – Hutchins cap, c1970s
 - 04 – Pirates of Penzance program, 1954

Photographs, magazines, school workbook and calendar, various items from the 1950s belonging to R J Henry ('56), donated by Susie Henry.

Blazer, 1940s belonging to R P Ikin ('48), donated by T R Ikin ('77).

Homework diary, 1950s donated by H F Foster ('54).

Magazines, 1950s and 1960s belonging to N J Edwards ('59) donated by Jill Edwards.

Foreman's logbook, 1965, donated by N M (Jock) Campbell ('61), foreman for the building of the Hutchins Science Block in Sandy Bay.

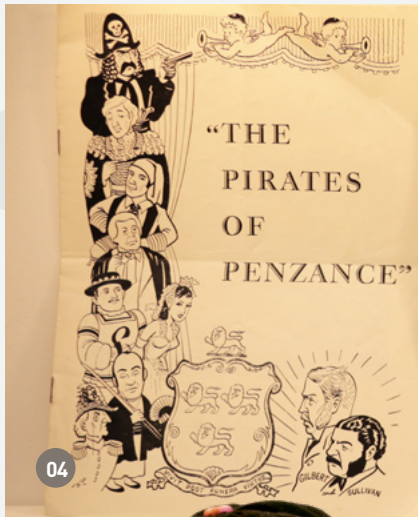
Program, newspaper clipping, appeal brochures, prize list, magazines, hats, 1930s–2000, belonging to the Parsons family, donated by G F Parsons ('56).

Photograph, Senior Cricket Team 1916–7, belonging to J M Madden (e1914) donated by B W Madden ('50).

Cadet memorabilia, certificates and Trinity Term calendar, 1968–70 belonging to R F Ward ('70) donated by M Ward ('76).

Magazines and publications, 1957–96 belonging to T V Burbury ('59), donated by The Estate of T V Burbury. ❖

Recent donations to the School



Vale

MS KATIE RICHARDSON Archives and Records Manager

We extend our sincere condolences to families and friends of all Old Boys and community members who passed away since our last edition.

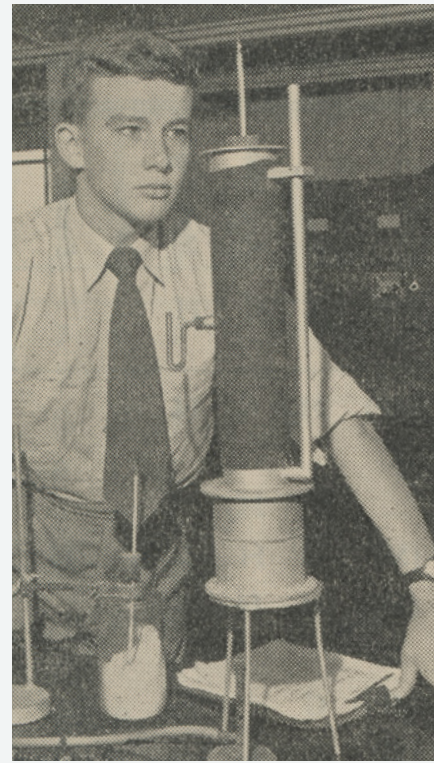
HOWARD, Geoffrey Thomas	Foundation	23 May 2022
CARTER, Hugh David	Old Boy 1968	27 May 2022
SWEETINGHAM, Philip John	Old Boy 1961	6 June 2022
EAGLE, Timothy John	Old Boy 1976	7 June 2022
JONES, Christopher Kennedy	Old Boy 1963	12 June 2022
LILLEY, Frederick Edward Mulhearin (Ted)	Old Boy 1956	4 July 2022
WOODWARD, Dennis R	Old Boy 1958	August 2022
JOHNSTON, Archibald Craig	Old Boy 1948	4 August 2022
GADD, John Victor	Old Boy 1956	22 August 2022
CUMMING, Alexander Robertson (Bob)	Old Boy 1948	15 September 2022
BRIANT, Michael Lyle	Old Boy 1973	7 October 2022
CRANE, Matthew Alexander	Old Boy 1995	14 October 2022
TURNER, Christopher Robin Ross	Old Boy 1958	29 October 2022

NB Year following Old Boy designation refers to the leaving year, assuming the student completed Year 12. If this is unknown the student's entry year will be given e.g. Old Boy e1924.

Frederick (Ted) Edward Mulhearin Lilley (1940–2022)

F E M Lilley (no. 3882) attended Hutchins 1946–1956. Ted spent his years at Hutchins thoroughly engaging with all the School had to offer. In his junior years, Ted was Vice-Captain of Montgomery House (1950), Junior School Librarian (1950) and came 2nd in the Junior Debating Competition (1952), however, it was in his senior years that Ted's academic capabilities truly stood out. An article in *The Hutchins School Magazine* (July 1957) titled 'An outstanding school career', highlights his enormous success:

"Four subjects form the normal complement for boys in the Sixth Form, but last year Ted undertook no less than six, obtaining credits in five and a Higher Pass (the only one in the State!) in the other. He was awarded the coveted Sir Richard Dry Exhibition for Mathematics A and B, as well as a University Entrance Scholarship. As a result of this notable success, he was also awarded a Scholarship by the Australian Atomic Energy Commission... he also distinguished himself in other aspects of School life, notably as a Prefect, as Co-Editor of the Magazine, and in the sporting field."



On leaving Hutchins, Ted studied science at the University of Sydney, he began working with the Bureau of Mineral Resources and undertook further study in geophysics at the University of Western Ontario, Canada where he obtained his MSc and PhD. His postdoctoral work took Ted to the University of Cambridge, UK where he worked on the dynamo theory for the cause of the Earth's magnetic field. Ted remained overseas until 1968, when he returned to Australia to take up a posting at the Australian National University in Canberra. Ted was an internationally respected geophysicist and a lifelong friend of the School.

Ted passed on 4 July 2022 and is survived by his wife Penny, children Matthew, Jo and Jim, and their families. 🇺🇸

(above) F E M Lilley, *The Hutchins School Magazine*, July 1957

(above right) Swimming Team with F E M Lilley seated second from right, 1956



John Anderson, former Head of Junior School wrote of Jan in *Virtus* 1998: 'Whether it was introducing some innovative literacy scheme, restarting the Cub Pack, organising musical productions or arranging outings, Jan was always there, bubbling with enthusiasm.'

Jan retired in 1998 after 23 years of outstanding service at Hutchins and her legacy lives on in the lives of so many of the young children she taught. A former Prep and Year 2 student of Jan's, Greg Woolley ('91), describes her as 'a kind, nurturing and inspirational teacher who at such a young age provided me with a foundation for learning for which I will be forever thankful. She was a lovely lady.' A sentiment shared by so many of Jan's former students.

Vivit Post Funera Virtus. ❖

Jacqueline Reynolds Activity Centre (ELC)

In the Summer 2021 edition of *Magenta and Black*, the School reported the sad passing of former Head of the Preparatory School, Mrs Jacqueline (Jan) Reynolds. On Tuesday 9 August, we unveiled a plaque dedicated to Jan in the ELC Activity Centre. We were so pleased that Jan's family were able to join us, and we welcomed her son William ('89), husband Barry, daughters Amelia and Felicity, and four of Jan's grandchildren to the ELC to share memories of Jan with the School.

The biography from the plaque in the Jacqueline Reynolds Activity Centre reads:

Jan Reynolds commenced as a teacher in The Hutchins School Early Learning Centre in 1975 before being appointed as the Teacher-in-Charge of the Preparatory School in 1989.

Jan's passion and energy for teaching young children made the Early Learning Centre a continuous hive of activity and her kindness and dedication to the wellbeing of the boys was well known amongst students, staff and families alike.



(right) William Reynolds ('89), Barry Reynolds, Amelia Reynolds and Felicity Allison at the unveiling of the Jacqueline Reynolds Activity Centre

2023 calendar

Term 1

- Monday 9 January – School Reception opens
 - Monday 6 February – Term 1 commences
 - Wednesday 22 March – Open Day
 - Sunday 26 March – Open Day
 - Friday 31 March – The Hutchins School Fair
 - Thursday 6 April – Term 1 concludes
-

Term 2

- Wednesday 26 April – Term 2 commences
 - Friday 7 July – Term 2 concludes
-

Term 3

- Tuesday 25 July – Term 3 commences
 - Friday 29 September – Term 3 concludes
-

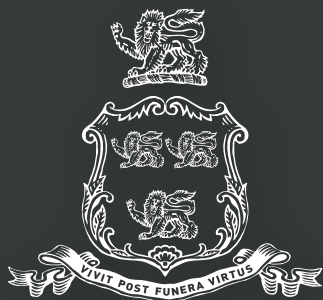
Term 4

- Monday 16 October – Term 4 commences
- Wednesday 13 December – Term 4 concludes

Communiqué is our school newsletter

If you would like to subscribe or need to update your details please contact our Community Relations Team on (03) 6221 4224 or communiqué@hutchins.tas.edu.au

The newsletter can also be accessed online at www.hutchins.tas.edu.au



HUTCHINS
ESTABLISHED 1846

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