



# MAGENTA & BLACK

THE HUTCHINS  
SCHOOL MAGAZINE  
N° 117 - 2023

*Cultural  
connections*

# Welcome to our 2023 edition

## N° 117 – 2023

### Editing and production

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and Communications Manager  
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With special thanks to Joshua  
Lamont, Alastair Bett 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 Thomas Wilkins (Year 2)  
and Benjamin Medwin (Year 5)  
at Bush Buddy Play

Artwork (detail) *Coming Together*,  
Bianca Templar, 2022

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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# A journey, to learn and dream together



Dr Rob McEwan

**DR ROB MCEWAN** Principal

The Hutchins School recognises that as a school and a nation, we are at a turning point in our journey towards reconciliation. The Australian Government's adoption of the principles of the Uluru Statement from the Heart, an upcoming national referendum that proposes a change to the Constitution to establish an Aboriginal and Torres Strait Islander Voice to Parliament and Tasmanian State Government's commitment to examining a pathway to truth telling and treaty are strong and clear signs of institutional change.

At The Hutchins School, our Vision for Reconciliation is to journey, learn and dream together. To broaden our knowledge and respect for the world's oldest living culture and to provide opportunities for Australia's First Nations Peoples, voices, world views, identity, knowledge and culture to be more visible, heard, respected and honoured throughout our school. Building on the steps taken last year in our school's journey towards reconciliation, this past semester has seen the commencement of First Nations Studies in Years 11-12 and the publication of our school's Reconciliation Action Plan by Reconciliation Australia. The School's Vision for Reconciliation and Acknowledgement of Country have been published and displayed throughout the campus, we have actively sought opportunities to form partnerships with Palawa People and welcomed Aboriginal and Torres Strait Islander Peoples into our classrooms.

(left) Artwork completed by students from the ELC

In July, we welcomed Aunty Brenda Matthews to the School, where she shared her deeply personal and moving story about being a stolen child and her search for personal identity, truth and reconciliation between her two families. All in attendance were given the rare and privileged opportunity to truly learn, foster empathy, raise awareness and promote understanding of First Nations Peoples' experiences. Aunty Brenda's sharing of heartbreak, love and hope were an inspiration to us all and a clear way forward in our country's journey towards true reconciliation.

In August, we welcomed Ernie Dingo to Hutchins. Ernie spent a day visiting classrooms and talking with students and staff about reconciliation and what we can do as a school to make our school more culturally welcoming and safe for First Nations Peoples, as well as encouraging all of us to explore and reflect on our own identities, histories and personal stories.





Auntie Brenda and Mark Matthews with Dr Rob McEwan and student representatives

I was also fortunate to join the Power of 9 Central Australia group on a camp at Preminghana, an Indigenous Protected Area at the north west tip of Tasmania. This very special part of Tasmania includes the finest examples of Tasmanian Aboriginal cave etchings believed to be thousands of years old and is a place of great cultural and historical significance to the Tasmanian Aboriginal community. We were welcomed by two pakana rangers who generously shared their cultural heritage and personal stories with the 24 Year 9 students and five staff.

As part of the camp, we were Welcomed to Country with a traditional smoking ceremony, participated in a range of cultural practises including land care management using traditional cultural burning, granted privileged access to significant sites, made spears and clapsticks and learned about Aboriginal culture, practices and history.

The following week, this group of students visited putalina (Oyster Cove) where in 1847 the surviving Tasmanian Aborigines who had been incarcerated at Wybalena on Flinders Island for 15 years were relocated and housed in a condemned penal settlement considered unfit for convicts. To learn about this distressing history through the raw emotion of Auntie Trish Hodge's storytelling would have left an indelible mark on all the students and staff in attendance.

Engaging with the stories and experiences of Auntie Brenda, Auntie Trish and the pakana rangers, encourages students to cultivate empathy and a better understanding of their experiences and history. As our students and staff related to the emotions and struggles of others, they recognised the universality of human emotions and challenges.

It is through the sharing of personal stories, truly listening to the experiences and emotions of another person and connecting with them, heart to heart, that reconciliation can be achieved. As Auntie Brenda said, reconciliation is not about a change of plans but a change of hearts.

As a school community that aspires to be people of integrity who act with humility, kindness, courage and respect, there is no better example of the true embodiment of profound respect than that deeply rooted in the harmonious relationship with nature, ancestors and people that guides every aspect of life Aboriginal life. By embracing the powerful lessons of respect from this ancient culture, we can all create a more compassionate inclusive world for all. 🌟



(left) Year 9 students on camp at Preminghana

# Passing on a behaviour

**JOSHUA CURTIS** School Captain

The idea behind 'pay it forward' is quite simple; when someone does something kind for you, instead of repaying that person directly, you do something kind for someone else. This simple concept can create a ripple effect of kindness that spreads far beyond the initial act. It takes a minute and can last a lifetime.

After much discussion at the beginning of this year, the Prefect body decided that pay it forward would be our theme for 2023.

The Year 12 service project marries neatly with the theme of pay it forward. As Prefects, our decision to invest our time and service as well as our fundraising will have a more immediate, local and visible impact on our school and our broader community. When we create a culture of kindness we inspire others to join us in our efforts to make our school and our world a better place.

A fantastic side effect of the pay it forward concept is that it fosters a sense of gratitude, as we recognise all of the occasions we have been on the receiving end of small acts of kindness. As we think of what we can do for others, you can't help but appreciate what people have done for you.

Whether it be the implementation of the Hutchins Interact Club (Rotary International Service Club for people aged 12 to 18 years), the first of its kind in Southern Tasmania; the 45 hours committed to cleaning Lambert Park on the door step of our school for Clean Up Australia Day; or painting a pay it forward mural with the Character Committee, Junior School and Early Learning Centre, at Hutchins this year we are all learning to pay it forward, one step at a time. 🐾



Joshua Curtis

From the  
School Captain



(right) The Character Committee painting the pay it forward mural with Junior School students

At The Hutchins School our actions are focused on five strategic priorities, guiding us in all that we do. The following snapshots highlight our growth in these areas across the School. For more information please visit [vision.hutchins.tas.edu.au](http://vision.hutchins.tas.edu.au)

# Developing independent and lifelong learners

## Learning

Hutchins is continuing to place a significant emphasis on building staff capacity through professional development. We are focused on adapting and excelling in the management of a range of important contemporary issues.

We are committed to reconciliation and the implementation of the School's Reconciliation Action Plan into the curriculum. We are currently reviewing our offering to ensure our learning engages the central issues of indigenous experience and reconciliation.

We are well advanced in questioning the nature of intelligence. Our educational philosophy encompasses an understanding of

student outlook, giftedness and preparedness, that is more comprehensive than just a measure of mastering content for an examination. Thankfully, we have anticipated, in a general sense, the Artificial Intelligence revolution by incorporating the requirements of society and workplaces in the future.

Our commitment to entwining wellbeing and learning has seen an emphasis on trauma informed practice to ensure that individual practices that are supporting and engaging of student wellbeing. Our society is experiencing a considerable increase in stress, anxiety and depression. We are incorporating engagement with neurodiverse students into this training.

Even though our processes and administration were endorsed by the Schools Registration Board for the maximum possible timeframe, we are continuing to press for improvement and best practice. 🦋

**MR IAIN BELÔT** Head of Teaching and Learning (Years 6–12)

## Wellbeing

Wellbeing remains a core focus for the strategic development of the School. The need for wellbeing to be considered in all areas and at all year levels continues to be confirmed by disparate voices, both from students and staff across the community. There is also a growing acknowledgment that wellbeing is bigger and far more important than any

single intervention or program can tackle. It is a cultural orientation and imperative that requires continual renewal and reflection.

Some key elements of a wellbeing-focused culture include the need for practices that promote safety, consistency, predictability and honesty. These can be seen growing through actions including our ongoing commitment to our Safeguarding Children accreditation, the wonderful school improvement work by Mrs Emma Nuttall and others in ELC and Junior School, the enthusiasm of the student-led Wellbeing Committee in Senior School and the active Strategic Wellbeing Committee.

The latter has made progress through a review of some important survey data from the Be You Survey, the Wellbeing Audit and the MMG Survey. The Wellbeing Audit called for greater consistency of approach towards Wellbeing and Pastoral Care across the whole school. This includes the need to create a common language and philosophical approach that guides the entire school culture and practice. Positive Behaviour Support and Trauma-Informed Practice are two examples of where these whole-school linkages are being embedded. 🌱

**MR MATT MAGNUS** School Counsellor

## Sustainability

Hutchins has been on a sustainability journey for over 15 years now, continually working through many challenges, as mirrored in the wider global community. Fortunately, we are still fighting the good fight and many changes have already occurred that have seen our school seeking to reduce its environmental footprint, but also putting our strategic priority of sustainability, front and centre.

The School's Facilities Manager, Mr Sam Fenney, has played a key role in the development of our Pre-Kindergarten refurbishment. Sam's priority was to see this space built in a manner that bestowed sustainable principles in the use of materials and activities for the students using it. All the interior cladding has been locally sourced and utilises Tasmanian plantation timbers.

It has been finished using a non-toxic stain as opposed to varnish. A key feature is the water play area that uses harvested rainwater and then is captured again, reticulated and reused. The main floor surface is linoleum, made from natural materials and locally manufactured. Carpets used in the space are sourced to ensure they have low VOCs. The installation of double-glazed windows with topper windows aids in the retention of warmth in the winter months and exceptional convection ventilation in the summer, reducing over reliance on electrical air-conditioning throughout the year. The northern orientation and prominent use of glass, ensures excellent access to direct sunlight in the winter and natural light year-round, but on gloomier days, low energy LED lighting is provided. Sam is to be congratulated on his vision and energy in this space.

Sustainability Prefect, Zacherry Church (Year 12) and his student Sustainability Committee have undertaken a significant task this year in reaching out to the wider community through online surveys, asking our families how we can help them reduce waste coming into the School. Zacherry has also introduced a live digital display on key screens throughout the campuses, again, developing our student awareness on actions we can take as individuals to reduce our own ecological footprint and adopt a more sustainable lifestyle. Zacherry is to be commended for his efforts here. 🌱

**MR ANTHONY HYLAND**  
Head of Faculty – Design, Production and Digital Technologies

## Character

As a school founded on the development of character over 177 years ago, character formation remains a strategic priority today.

With character certificates presented regularly at Junior School assemblies, a Year 7 Character Camp, Mother and Son Night in Year 7 and Father and Son Night in Year 8, the Power of 9 program, a range of service learning experiences in the Middle and Senior Schools and Junior School Awards Celebration prizes changing from acknowledging achievement to now celebrating the School values of humility, kindness, courage and respect, character development is at the heart of all we do.

As we continue to embed the importance of character into all aspects of our school, this year has seen all Junior School assemblies adopt a central values-based theme. Speeches, certificates and examples presented at every assembly are related to one of the four school values.

The change in awards and themes recognises that character is revealed in our daily actions and interactions. It is not built on academic achievements, athletic prowess, creativity, talent or IQ. It is not comparative. While only a small number of people can be champions in athletics, the arts or academically, all Hutchins students can be champions of character. 🌱

**DR ROB MCEWAN**  
Principal

## Community

As a school we are aware more than ever of the pressing need to acknowledge and celebrate diversity. The diverse cross section of students, staff and parents/carers making up the Community Committee have been working hard behind the scenes developing initiatives for our school community that are welcoming and inclusive of everyone. A sense of belonging is our purpose.

Under the guidance of Dr Adam Grover, we have taken significant steps towards reconciliation with Tasmanian First Nations People. We have implemented an Acknowledgement of Country and a Reconciliation Action Plan (RAP). We are proud to fly the Aboriginal and Torres Strait Islander flags. Additionally, a welcome plinth now sits at Senior School Reception accompanied by artwork by Bianca Templar, reflecting on our school's history and the journey of our RAP.

Across the School we are developing community service and service-learning programs aimed at helping our students understand their relationship with the wider community and the groups they engage with. These programs focus on our school values, emphasising the capacity for serving others.

In Term 2, our School hosted a Giving Day, raising funds for the Signature Building which will become the heart of our community, a space where everyone can come together and celebrate what truly matters. 🌱

**MRS FIONA MORONEY**  
Head of Middle School

**MR KEN KINGSTON** ('87) Deputy Principal/Head of Senior School

Each school year begins with our Prefect Induction Assembly. In 2023, we are blessed to have a terrific group of Year 12 students, many of whom now proudly wear the Hutchins Prefect badge. This group of Leaders have far more impact on the other students than they often recognise. The strong example they set, as well as the messages they reinforce within the broader student community, carry far more impact than that of staff. When we have Leaders who are respected within the student body, they indeed set the cultural tone within the School.



Mr Ken Kingston

# Student Leaders setting the cultural tone



Semester One Prefects with Dr Rob McEwan,  
Principal, and Mr Ken Kingston, Deputy  
Principal/Head of Senior School



Student Leaders, whether they have a badge, title, or not, bridge the gap between students and the School. Student Leaders often act as intermediaries between students and school staff. More often, they provide a means of communicating with the student body that is much more welcome and well received than we can achieve as staff members. This communication between the Leaders and the student body also addresses the needs of students, leading to better co-operation and a stronger school community.

This year, our Student Leaders have been outstanding. As a group, they are making a significant positive difference and changing the way students see themselves, the School and the world. One example of this has been the Year 12 charity initiative. Traditionally the Year 12 cohort, led by the Prefect group, nominate a charity to fundraise for. This year, the group decided on a new approach that was inspired by changing culture, showing gratitude and having a meaningful impact on others.



Henry Madsen, Max Barrett, Henry Bain and Jameson Brooks (all Year 12) for SPEAK UP! Stay ChatTY Shorts Day

The concept is around showing gratitude by doing something that helps others. To do thanks. To give thanks. Give things. Give service. Give care. So, gratitude becomes the gift, creating a cycle of giving and receiving. The group have dubbed this, 'paying the gratitude forward'. They have also decided to focus on doing rather than just fundraising. The goal is not to raise money, but give hours, actions and deeds that support the wider community.

This year already, the students have given their energy, time and service to a number of charitable causes including International Women's Day, Clean Up Australia Day, S.H.E Gynecological Cancer Group, The Salvation Army, The Push-up Challenge, Australian Red Cross, Relay for Life and SPEAK UP! Stay ChatTY Shorts Day. Within the School, a character-building mural initiative has commenced with Junior School students, as well as student-led committees, The Green Room wellbeing initiative, House events, community breakfasts and hot chocolate mornings. At present they have amassed an estimated 10,980 hours of 'paying it forward'.

Student leadership at Hutchins plays a pivotal role in nurturing well-rounded, responsible and capable individuals who are not only successful in their academic pursuits but also committed to making positive contributions to their communities and society at large. It helps create a vibrant, inclusive, and empowering school environment that benefits everyone involved. 🌟



Year 12 students participating in The Push Up Challenge

# Community and service

**MRS FIONA MORONEY** Head of Middle School

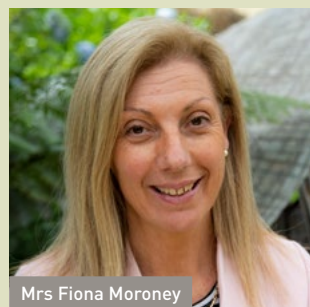
We aim to embed a culture of gratitude and service in our school community by encouraging students to be people of integrity who act with humility, kindness, courage and respect.

Middle School is an important transition from childhood to adolescence, as well as from dependence to independence. During this crucial phase, students also transition from being extrinsically motivated to intrinsically motivated. Our goal is to support our students to develop a strong sense of self through active and immersive experiences in which we strive to develop their character and provide a solid foundation for their beliefs and values.

We work closely with all our students, encouraging independence and the development of organisational skills and build in them a concern for others.

Volunteering is an important part of active citizenship and makes a difference in people's lives every day.

Through service learning, our students gain a deeper understanding of the communities they connect with, fostering meaningful connections with empathy and they also discover the importance of making a positive impact through the service to others. This leads to a better understanding of responsible citizenship and nurtures good character.



Mrs Fiona Moroney

Middle School Council have visited Queenborough Rise Aged Care with Head of Year 8, Mr Michael Webster. The students had the opportunity to meet and engage with some residents, leading to many interesting and heartwarming conversations. Upon their return to school, the participants shared their experiences with excitement and enthusiasm. Building these meaningful relationships with the elderly at Queenborough Rise Aged Care promises to be a rewarding and enriching experience for both the students and the residents involved. It reflects a commitment to fostering connections between generations and contributing to the wider community in a meaningful way.

Our Year 8 students also have a unique opportunity to engage in community service as part of their Integrated Unit with Mr Ivor Leonard, Assistant Head of Middle School. This work allows them to explore various aspects of their local communities with hands on experiences developing a deeper understanding of social responsibility and the importance of giving back to society.

Conor Dobson (Year 8) with Nicolas Theron, Thomas Sokulski and Zi Qian (Allen) Wang (all Year 1) participating in Year 8 Integrated Unit



'By engaging in this community service opportunity, students are motivated to serve others with integrity and compassion.'

Yimin Fu, George Johnson (both Year 1) and George Goddard (Year 8) participating in Year 8 community work  
(below) Edward Cooper and Harry Morey (both Year 6) preparing food for Loaves and Fishes



Activities have included Clean Up locally; visiting the SES headquarters witnessing firsthand the tireless efforts of SES responding to emergencies; and collaborative activities with our younger students from Year 1 and Year 3. Many students have also assisted at parkrun which heavily relies on volunteers. By exploring communities, interacting with younger students, engaging in community events and volunteering with organisations, our students learn essential life skills and develop a strong sense of community spirit.

We are excited to have Middle School students starting to prepare meals for Loaves and Fishes, a community group dedicated to providing food and hope to those less fortunate in our local community. By engaging in this community service opportunity, students are motivated to serve others with integrity and compassion. Important values of kindness, empathy and social consciousness become embedded in their character, guiding their actions and attitudes in the future. 🌟



(left) Max Willsmore, William Hou and Samuel Green (all Year 8) with Samuel's grandparents at Queenborough Rise

**MR STEPHEN COVENTRY** Head of Junior School

I am thrilled to share the highlights and achievements of our busy and productive Junior School so far this year. Our students have embraced their learning opportunities, established strong class connections and friendships and are pursuing their interests through the wealth of opportunities on offer.

### Dispositions of our learners and their successes

Our Junior School students have shown exceptional dedication to their learning, particularly in becoming self-motivated and engaged learners who are focused on their personal learning goals.

The commitment of our wonderful teaching staff and the support of families has played a pivotal role in nurturing the students' love for learning and academic success. In the Junior School, we have an initiative called Book Chat, run by our Teacher Librarian Miss Anna Davidson for Years 3–5 students.

Book Chat exposes students to a wide range of genres and authors and provides students with skills to discuss texts with their peers. The quality of student engagement, including the depth of responses and the natural conversation flow is incredible.

Year 5 students undertook an inquiry-based project following their HASS and Science units with the aim of creating a sustainable building to house a business that addressed a need within the community. Students initially visited the Sustainability Learning Centre to learn about how buildings can be environmentally friendly and how to use natural resources to assist in energy efficiency.



Mr Stephen Coventry

As part of the planning, they discussed the risk of natural disasters and ways to make buildings safe and investigated the impact of erosion. From these experiences, students made a scale model of their business, documented each step of their research and planning process and presented their knowledge during a mini showcase.

# Embracing opportunities



Year 4 Dance Troupe



Year 5 students with Loui's Van

## Co-curricular activities

This year, students have engaged in music, sport, art, inter-school events, performances and presentations, exploring their creativity, developing their talents and enriching their learning. These experiences have allowed our students to both express themselves and develop their sense of place and belonging at Hutchins.

Dance Troupe students participated in the Southern Tasmanian Dancing Eisteddfod. It was wonderful to see the buildup of excitement these students had in the morning rehearsals and then their confidence on stage performing to over 1,000 people.

Chess Club is also a lunchtime activity run by teachers to assist in developing the skills of those students who show a love for playing chess. Hutchins hosted the first primary school chess competition of the year, it was wonderful seeing many of our students participate against other schools using their tactics and skill.

(right) Lochlan Sutton and Sebastian McIndoe (both Year 5) participating in Book Chat

## Developing a sense of community

Giving back to the community is an integral part of our school's ethos. This year, students have shown exceptional dedication to community service.

From fund raising for local charities to volunteering at school and community events, they are embodying the values of compassion, service, and making a positive impact on the lives of others.

Earlier this semester, we were lucky to have the St Vincent de Paul youth services bring Loui's Van into school and tell us about the impact of this important service who support the local community by supplying food, soup and warm drinks to those in need. Year 5 students were moved to help and conducted a charity drive to restock Loui's Van with non-perishable food items and warm hats and coats for the winter months. 🍷



# Buckland House

MR MATTHEW SAYERS Head of House – Buckland

The first semester for Buckland House has seen an outstanding showcase of student talent and participation, from a variety of sports events to impressive achievements in music and philanthropy, led capably by a superb team of senior leaders.

The year began with Summer Sports Day, where our students exhibited their athleticism and team spirit in a variety of engaging activities. It was so pleasing to see the House come together, displaying a commendable level of sportsmanship and camaraderie.

Term 2 events such as the Cross Country Carnival and Winter Sports Day, once again allowed many in Buckland House to showcase their skills and competitive drive. Despite the challenge of low numbers, with many students being unavailable due to competing school events, those remaining demonstrated remarkable resilience and determination, earning commendable results. Additionally, it was pleasing to see a select number of the House's gifted music students excel on stage, securing an impressive second place in the House Music competition.



Buckland students participating at the House Cross Country carnival

Of special significance, Buckland House co-organised the Mother's Day breakfast fundraiser for the S.H.E. Gynaecological Cancer Group, demonstrating the commitment in making a positive impact beyond the immediate community. The event was informative and emotional, honouring mothers and special women in our lives and raising funds for an important cause.

We look forward to the rest of the year and the opportunities that will allow us to further fulfil the realisation of our House Motto – Cura Personalis (Caring for the Whole Person). 🦁

# School House

MR MARTIN CHAMBERS Head of House – School

School House are enjoying a wonderful 2023, with a buoyant spirit observed and felt at all House activities. We are in the fortunate position of having a strong Student Executive group, with many Year 12's giving up much of their time to organise and run activities.

We have competed well in the interhouse competitions, with the Athletics Carnival being a highlight for the year. The support the students gave one another was extraordinary and the effort put in by all was particularly impressive.

On the community service front, we held a pasta drive to raise food for Loaves and Fishes who distribute this to the needy. The drive was particularly successful this year with many students donating goods.

Our main community service activity in 2023 has once again been the Winter Clothes Appeal where clothes are collected and donated to The Red Cross. A sub-committee of five students undertook the organisation and collection of clothes and many individuals from within our community donated what they could.

Once again, this activity was a resounding success and thank you to all involved.

Social events with our sister houses at St Michael's Collegiate and Fahan School were also back on the agenda, with a Quiz Night being organised for all to enjoy. This was well attended, and everyone had a great time.

As we progress through the year, the 'revamp' of the School House area continues including the placement of the 2023 Leavers' gift, a practical floor mat.

We are looking forward to finishing on a high and encourage the new round of Leaders to continue the solid foundation of the leaving class of 2023. Well done all. 🦁



Jameson Brooks, William Groom, Fergus Callinan (all Year 12) and Thomas Wilkinson (Year 10)

# Stephens House

MRS GIOVANNA PADAS Head of House – Stephens

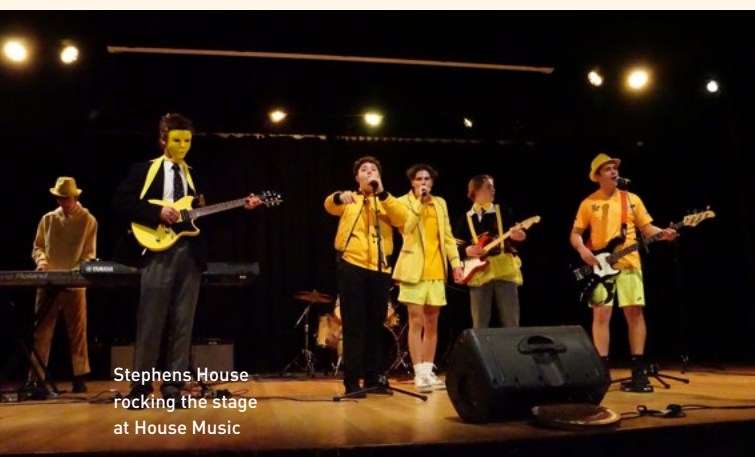
Stephens House is a community that embraces the importance of wellbeing and camaraderie. Through a range of activities we strive to foster an engaging and inclusive social environment that promotes physical and mental health, connection and service.

The fundraising efforts of the Stephens team are living proof of some of the traits and values that we seek to nurture, such as teamwork, positivity, helping others out whenever we can. Under the guidance of Stephens House Captain, Charlie Younger (Year 12), who does the weekly shopping and organises the cooking crew each week, our Feelgood Friday Breakfast Barbecues continue to be a great hit for the whole school, raising funds for SPEAK UP! Stay ChatTY.

Another standout fundraising event, led by Lachlan Browne (Year 11), was the Push-Up Challenge, where members of Stephens House collectively banked a whopping 89,214 push-ups over 23 days and raised \$2796 for Lifeline Tasmania.

The House Music competition showcased the incredible musical talent within Stephens House, our Vice-Captain Hugo Allison (Year 12) as lead vocalist, together with Charles Baldock (Year 12), Warren Huang (Year 10), Lachlan Browne, Christian Senga (Year 10), Oscar Shinkfield (Year 12) and Jonty “the masked mover” Coad (Year 12) ignited the stage with their passion, beats, talents and harmony!

The Summer and Winter Sports Days bring out the fun competitive spirit in Stephens House, encouraging participation in a wide range of sports. Whilst promoting physical health, the sense of belonging and the connections through the different year levels are also important benefits of such events. This year’s whole-school Cross Country carnival reinforced those connections, as our senior students ran with the much younger students, making for a wonderful day for all. 🐾



Stephens House rocking the stage at House Music

# Thorold House

MS LAUREN CARR  
Head of House – Thorold

Thorold House members have been an absolute powerhouse of camaraderie and House spirit, fostering a strong sense of community through various exciting events across the Hutchins 2023 calendar. The House carnivals, School Fair, community service and our Stag Shield events have brought students together in outstanding displays of talent, inclusion and competitiveness.

House Music certainly took centre stage, captivating everyone with some incredible group performances. This event resonated with everyone and it was so fantastic to see the musical talent on display in the Senior School.

(below) Thorold House students in the annual tug-of-war at the Athletics Carnival



As the academic year nears its conclusion, we are filled with determination to finish strong, building on the foundations of teamwork and support that has defined Thorold House in 2023. As a House, I am incredibly grateful for all the individuals within Thorold who are doing the ‘small things’ and staying positive and engaged throughout the School year.

During Semester One, we have witnessed outstanding achievements across all facets of life here at Hutchins, all while fostering strong participation and encouragement among its members. We’re excited to see what the future holds for our House and are determined to make the most of every opportunity that comes our way.

Thank you to all the students, staff and parents/carers for your unwavering support and commitment to our House. Together, we will continue to shape an environment that encourages every member to reach their full potential. 🐾

# 2023 sport snapshot

**MR JASON BERRY** Director of Sport

Students have been involved in a variety of sports during Semester One. With over twenty five sports offered, all can find an activity that suits their needs, commitments, skills and interests. It is wonderful to watch students' participation, while exemplifying the School values of kindness, humility, courage and respect.

## Cricket

Hutchins claimed victory in the SATIS First XI and Second XI State Finals, hosting both finals, prevailing in the Second XI match against St Virgil's College and in the First XI match against Launceston Grammar.

In June, members of the senior cricket program departed on a tour of the United Kingdom. The cricketers played some terrific games against some very competitive opposition and were treated to some unbelievable sights and experiences during their tour!

## Australian Rules Football

The Hutchins Football program celebrated a fantastic year with both the First and Second XVIII qualifying for their respective state finals against St Patrick's College in Launceston. With a gusty breeze blowing across the ground, the Hutchins Second XVIII prevailed in a tense match. The First XVIII final will go down in SATIS history. With a single point separating the two teams the last time they played, the 2023 final was even closer, with the game forced into overtime and St Patrick's College winning the State Premiership by a solitary goal.



Second XI AFL State Final winners

## Tennis

The Hutchins First Tennis team competed against Marist Regional College at the SATIS tennis final after completing a flawless season. The team displayed excellent sportsmanship and an extremely high level of tennis to defeat Marist Regional College by 6 matches to nil.

## Carnival success

A squad of 65 students competed in the SSATIS Athletics Carnival at the Domain Athletics Centre, with Hutchins winning all three eligible competition shields: the Junior Boys Shield, the Senior Boys Shield and the Boys Aggregate Shield for the first time since 2017.

A smaller team was then selected for the state-wide SATIS Athletics Carnival held in Launceston. Again, the team performed exceptionally well right across the board, finishing third in the Junior Boys Shield, second in the Boys Aggregate Shield and first in the Senior Boys Shield.

A separate squad of 50 athletes was selected to compete at the SSATIS Cross Country Carnival, held at the Domain Athletics Centre. Hutchins had great success, winning the Junior Boys Shield, Senior Boys Shield and equal first in the Boys Aggregate Shield. Pennants were awarded to the Open's, U15 and U13 age groups. A special mention to Sam Meikle (Year 11) for winning the 6km Open event.

## Soccer and Rugby tours

The Hutchins First XI Soccer team were again 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.

The Hutchins First XV Rugby had a wonderful opportunity to play against St Patrick's College, Ballarat in the Victorian School's Grand Final Day in Melbourne. Hutchins managed to win their match 26-5, supported by a large and strong group of ex-players, parents/carers and staff.

## Rowing

The Hutchins Rowing program continues to perform strongly, with the number of participants constantly growing. The hard work and commitment of those involved, culminated with success in a large variety of events and carnivals, including a special moment at Lake Barrington with the First VIII rowers again taking out the SATIS Head of the River, is a wonderful recognition of years of dedication and commitment. Hutchins students also had the honour of representing the School at the Australian National Championships in Perth, again achieving some wonderful results.





First XVIII rowers  
at Head of the River



First XI Cricket players, UK Tour



SATIS Athletics participants

The School would like to thank our Teachers In Charge for their work in sport, without their passion, experience and professionalism, it would not be possible to offer the wide variety of activities that we do. 🏆



SATIS Cross Country Team



Hutchins First Tennis team  
at the SATIS final



Charles Boman (Year 11) at the  
Victorian School's Grand Final Day



First XV Rugby

**MRS MICHELLE WEEDING** Head of Faculty – Visual and Performing Arts

When I started teaching at Hutchins 27 years ago the Arts were mostly made up of a small number of eclectic student groups in Drama and Art. However, now in 2023 I am pleased to say that we have grown in number and appeal! We offer more opportunities across the Arts forms that provide rich experiences where we foster individual creativity and self-expression through collaboration, problem-solving, critical thinking, imagination and empathy.



Drama productions for sell out audiences are the norm. The Drama studio houses performances for the School of Performing Arts Drama students, Senior Drama students and Senior Theatre Performance. A set of some kind is usually under construction. Old Boys who studied Senior Drama from 1997 now have all their production photos proudly hanging on banners around the room, we welcome their visits anytime. This year we have staged The One Act Play Disaster by Don Zolidis; Dad's Army by Jim Perry and David Croft; a selection of four different plays by the School of Performing Arts Drama students; and later this year we are staging The Venetian Twins by Carlo Goldoni. The Lodge has gone and now all Years 6–8 students have a new Drama room equipped with projector, sound equipment and lighting desk in a purpose built black box room that is ideal for the start of their drama journey.

Media Production has a dedicated green screen room for all those special effects sequences with an adjoining room for the editing of their varying products. We aim to introduce students into the world of film by setting up varying projects where students can hone their storyboard, camera and editing skills.

Art is flourishing. The building is running to capacity with multiple senior classes and wait lists on other Art elective classes. The rooms are full of amazing works that are vibrant and reflect the nature of the creativity and imagination cultivated through a variety of media. Not to be missed is the Senior Art Exhibition in November.

Dance has grown and continues to gain more and more interest. The Dance journey at Hutchins started with a very small group of eight School of Performing Arts Dance students in 2006. Today there are over 140 students participating in the program through group classes, solos and duos who perform and compete here at home as well as interstate. Today there is less stigma associated with being part of a dance troupe. Whilst not completely without its hurdles, I am pleased to say that the culture is changing. This year the Senior Troupe competed in the Sunshine Coast Dance Challenge competition; all Troupes have competed in the recent Southern Tasmanian Dance Eisteddfod with varying successes both individually and in groups; and The Dance Showcase, a major event in our calendar, was staged in August at Wrest Point Casino. 🎭

(top) 2022 Senior Art Exhibition  
(middle) Tim Mitchell ('22) at the Years 11–12 Senior Art Exhibition  
(below) Year 12 Theatre Performance class performing The One Act Play Disaster

# Music across the School

**MR GREGORY STANTON**

Head of Faculty – Music

When it comes time for the Music Faculty to sit down and plan our events calendar for the year, we sometimes think of having a quiet year. However, with nearly 40 ensembles ranging from quartet size to a full orchestra and with the involvement of half the student cohort, it is very difficult to contain all that talent and have a quiet year!

During this busy year, our large ensembles have been working exceptionally hard as a team and have had wonderful opportunities to showcase their talents. The Junior School students hosted an open rehearsal afternoon for parents/carers, also displaying their wonderful talents! Our Junior Strings groups regularly host open rehearsals, at which families gain an insight into the valuable work we do weekly in rehearsal, while the Middle and Senior School students joined forces with St Michael's Collegiate to perform at our respective showcase evenings. The Middle and Senior School students are currently working hard to prepare for the final performance at the Federation Concert Hall in September.



Junior School Strings  
open rehearsal

The School of Performing Arts Strings had the opportunity to play at the Sydney Town Hall earlier this year to help celebrate a milestone for the Presbyterian Ladies College. The Blue Note Jazz Ensemble and the Hutchins Big Band have performed at various jazz evenings for the Hobart Jazz Club, the National Bishops Conference, the Longford Jazz Festival and an evening at The Hedberg in the Conservatorium of Music.

Our Rock Bands perform regularly for each other and at assemblies, including the yearly spectacle of the House Music competition. Plus, we are excited to reinvigorate Friday Night Live in Term 3. Our chamber groups never fail to inspire with regular performances around the School and in the community at various events.

Our vocal ensembles performed admirably at the Hobart Eisteddfod and display their skills and abilities throughout the year. One highlight was the combination of vocalists from all the sub-schools to perform together for the first time at the School's Anniversary Service at St David's Cathedral.

Our individual performers are not forgotten. Performances are organised for them at special showcase afternoons, with our youngest performers from the ELC performing alongside older students up to Year 12. The School partners regularly with St David's Cathedral to present special performances in that wonderful space.

In addition to our vibrant co-curricular life, our classes hum with activity as students explore all aspects of music. They are taught simple and complex music vocabulary which they employ in their own compositions and performances. The curriculum allows for a wide variety of experiences aimed to engage, inspire and excite. 🎵

(below) Mr Gregory Stanton performing with the Blue Note Ensemble





Explore a small selection of images from the many diverse happenings around the School over recent months. Thank you to the many community members who share images with us throughout the year.





Children learn through movement, through being in a space and environment that encourages them to explore, experiment, connect to each other and the world around them, to theorise and hypothesise. Children learn as they develop relationships with peers and educators. They are led by their senses; their learning is informed and encouraged by the environment they are in.



# Nurturing connection

**MS NAOMI PRITCHARD-TILLER** Director of Kindergarten and Children's Services

*"Contemporary theories and research informed by the Reggio Emilia approach recognise and value the environment as a 'third teacher'. Behind educators and families, physical spaces hold the potential to influence what and how children learn."* ACECQA (2013)

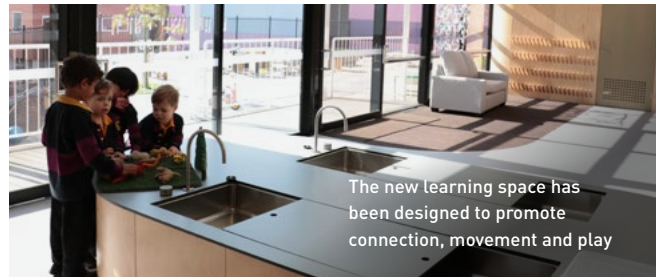
A well-designed early years learning space provides opportunities for children and their educators to engage deeply in learning in contemporary ways; as a contemporary early learning space, where children can learn in ways befitting of children born in the 21st century. Connected, collaborative, inquisitive thinkers, who engage deeply in learning rather than learning being something that is done to them; the building would allow "children to build knowledge and understating constructed through interactions with both people and environment," Robson, (2016).

In 2023, we have undertaken re-development of the School's Pre-Kindergarten area. The new space allows for small groups to come together to think about and wonder over ideas, allowing young children the freedom and autonomy to move between inside and outside, experiencing the local climate and learning to live with it, not against it.

The design provides for young children, who need to move more than they need to be still, to be dynamic and active participants in learning. "Students make meaning of their learning when they communicate to their peers what they know; ... [b]ecause of this, it is necessary that educators provide spaces that allow students to practice effective collaboration." Brown, (2020). For young children, a space such as the re-imagined classroom and the improved outdoor space provides the environment for that collaboration.

As we move to becoming a school with zero carbon footprint and strive to work with students to nurture global citizens with deep connection to and understanding of local and wider environmental and global responsibilities, the building and outdoor space supports early learning around this. With its height and glazing, its open doors and connection to the outside space as the third teacher, children and educators will connect deeply with the local environment – the changing weather, the nearby gums and wattle, the Derwent River, kunanyi and engage in learning that connects the children to the local environment and supports them to engage with and care for country.

The building lends itself to well-planned inquiry-based learning on the local environment. Children will be able to connect their time at Lambert Park in the Bush Kinder program in a deeper way, with endless opportunities to use the top level of the room to observe the sky, changing weather, watch the rain. From a student wellbeing perspective alone, it is spectacular. From a learning point of view, the build offers endless learning possibilities. Having windows into the wider school, including the Activities Room, vast views across Junior School and the War Memorial Oval, the School's youngest students begin to feel the pulse of their future lives (John Nimmo).



The new learning space has been designed to promote connection, movement and play



Students enjoying their new outdoor play area

A quality building and outdoor environment designed with contemporary and future learning in mind, built for young citizens with the right to participate in learning in ways that best support their developing minds and bodies.



The netting above the room's entrance lets visitors know that this space is child centred, that the children have value and rights to participate and be in the space in ways that reflect the very way young children connect, move, play, learn.

We are proud of this newly developed space and excited to be able to share it with current and future students. 🌟

(above) Staff and students officially opening the new Pre-Kindergarten learning space

# Borneo 2023

**MRS CAITLYN TULK** Power of 9 Co-ordinator

It is 2023 and while we still live with COVID-19, it has finally released the firm grip it had on travel, meaning a great opportunity lies ahead for the students of the Power of 9 Global Challenge. This opportunity presented itself as a 16-day journey to Borneo, Malaysia. A place of incredibly warm beaches, multicultural history, diverse wildlife and grateful, generous and happy people. An opportunity it was, one the students will remember for some time to come.

Students were asked to share upon their return to the Marieville Esplanade Campus, using a word or quote to explain their experience. However, as a student shared "My time in the Power of 9 program, specifically overseas in Borneo, was an experience that is difficult to put into a whole speech, much less a single word."

After seven weeks of preparation, learning to work as a team, learning about another part of the world and preparing for international travel, two small groups embarked on their journey. These are some of the memories students had to share of their trip to Borneo at the end of Power of 9 challenge term.

"One moment that really stood out to me was when we organised to play soccer with the local kids on the beach and then sitting around the fire and watching the sunset."

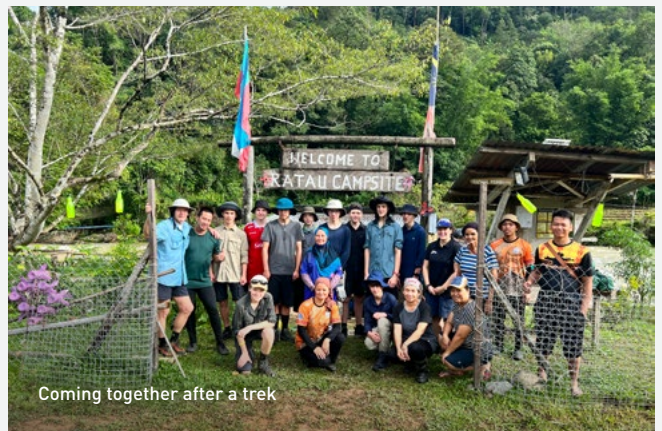
A fulfilling and special time for students as they played soccer with Malaysian students from the school they had spent five days concreting and building small retaining walls at. Not all experiences are filled with ease and happiness; discomfort and challenge in experiences help shape us as people, an integral part of growth, important to our Power of 9 challenge term.

"Borneo was a challenging experience for me because I was not used to the heat... I would have to adapt to it... I still struggled during the community initiative, as I was not used to concreting, let alone concreting in 30-degree humid weather."

But one reoccurring theme shared by the students was that of gratitude and perspective. Students were humbled by the wild animals, sun bears, orangutans and sea turtles; some being protected in captivity due to the threats they face, those regularly being the carelessness or unawareness of humans.



Community project,  
moving a cement mixer



Coming together after a trek



Beach soccer

Students felt the connection of community and how happiness is cultivated through the experiences we have with those around us rather than physical items we possess.

"People could find happiness with very little, vastly different to our capitalist and consumer-based countries."

The Global Challenge term was jam packed with so many opportunities, from making soups and cookies for Loui's Van to exploring some hidden gems of kunanyi, learning about the ecosystems of

Tasmania to seeing the local politician discuss this at Parliament House, riding out to MONA, travelling to another country, trying new food, experiences a new culture, just to name a few. So many of the students jumped at these opportunities, we encourage you to continue to seek out your next adventure!

One student quoted the Canadian hockey player Wayne Gretzky to sum up their Power of 9 challenge term, "You miss 100% of the shots you don't take. Don't let any opportunities, big or small, pass you by." 🍀





# Hutchins receives Microsoft Gold School status

**MR WILLIAM LELONG** Head of ICT

Over the last couple of years, the ICT Services Department has been working with teaching staff to improve the access and quality of the ICT resources available to staff and students in the Middle School.

In 2022, we commenced a transition from Google Chromebooks to Microsoft's Surface Laptop Go for Years 6 and 7, with Year 8 joining the program in 2023. As a result, these students can easily access industry-standard software and services – the kind they will eventually be using in the workplace.

The new laptops have enhanced what the students can do in the classroom, using a range of tools and applications in the Microsoft Education ecosystem and beyond.

Teachers wanted students to be able to software things like Adobe Photoshop and the more creative tools for graphics and video that were limited by the Chromebook device.

In 2023, we were awarded Microsoft Gold School status, recognising our use of technology in education, after upgrading to Surface laptops for students in the Middle School.

## One-device program is freeing up time in the classroom

With teachers and students collaborating and using the same devices and software, there is no need for the time-consuming workarounds that can hold up a class as they tackle device compatibility issues.

Students appreciate having access to the software they need and want, rather than having to constantly look for alternatives. They are also becoming accustomed to solving problems by themselves.

When student laptops are loaded with the creative tools they require, other efficiencies emerge, such as we no longer need to run a separate media lab to provide access to some of the creative software. The lab has now been converted to a room of screens, so that students can connect their laptops and work from their own devices.

We don't need a whole other set of desktops for them to operate, now they can go home and continue that media work at home, if they would like to. 🐼

# Hutchins Sailing

**MR GREG ROWLINGS**

Teacher-in-Charge – Sailing

The future of Hutchins Sailing is bright with Championships experiences and opportunities allowing for growth and development.

## State Championships, Sandy Bay

On 1–2 April, two Hutchins teams competed in the Tasmanian Schools Team Racing Championships. The regatta was hard fought from the start and the final was a ‘nail-biter’! After two days of competitive racing, Hutchins Gold took out 1st place in the championships from The Friends’ School Red team and Hutchins Magenta completed the podium taking out 3rd place overall. Over the years, the Hutchins and Friends’ teams have had a healthy rivalry, and this was the first time our team had won the state championship since 2014, what a credit to the sailors. Well done also to our development team of Hutchins and Collegiate students who finished a credible 8th place. We must thank Old Boy Sam King (’18) who assisted as a coach whilst home from international competition.

## National Championships – Goolwa, South Australia

The Australian Schools Team Racing Championships were held in Goolwa (SA) from 4–10 July. Hutchins were led by Hugo Allison (Year 12) and had been training for several weeks before the regatta, hoping to carry form from the state championship. Over the first three days of qualifying, our team moved between 2nd and 8th places, acquiring some wins over key competitors. On the last day of qualifying, we had a team goal to be in the top four. The team showed immense resilience and character to finish the day 4th overall, with the top 8 teams vying for the overall title in the finals! Hutchins were up against reigning champions The Scots College 1 and were narrowly beaten in the qualifying final.



(above) Student sailors, staff, parents/carers and Old Boys watch the state final with excitement

Due to being in the top four, we then competed against The Scots College 2 in the semi-final. Our team put up a gallant fight, however Scots 2 took the honours and we were relegated to 4th overall. All our teams represented the School with great pride and conducted themselves to the highest standard, showing great resilience throughout the regatta. 🏆



State Championships, Sandy Bay

**MR FRASER BOLTON**

Head of Boarding

Those who work in and around boarders and boarding schools are invested with a particular opportunity and responsibility to help foster positive attitudes and values in young people.



# Fostering strong values

It is a responsibility that must be taken seriously and one that is best developed through partnerships with families, teachers, peers and the broader community. It is one of the most rewarding, yet challenging, aspects of working in boarding.

Recently, I have been drawn to a particular British/U.S. television comedy series. It is a story based on the premise of an American gridiron coach moving to England to coach a struggling, mid-table football team. The series follows the ups and downs of the football club, focusing on the struggles and triumphs of both the team and the individuals in and around the team. The true success of show is not in its 'triumph of the underdog' trope, or even in its portrayal of good prevailing over evil; rather, it is the message about what it takes to contribute positively to a community, that makes for such a fantastic storyline and one that is so relevant to our boarding community.

For me, there are lessons for us to take away from this story:

## Kindness is powerful – 'we should care'.

This seems obvious and, of course, our community values kindness, but seeing genuine care and kindness in practice is uplifting and demonstrates the true power of living in a close community. It has been wonderful watching our new boarders this year being welcomed into our community in a way that has made them feel safe, valued and part of our place. The help offered, the gentle and patient explanations of our routines and the genuine interest our continuing boarders have demonstrated is the embodiment of kindness.

## Accountability matters.

We often hear, read and grumble about a lack of accountability. We make these claims about the criminal justice system, politics and sometimes sporting officials, but accountability is important in all that we do, and as such it is important that we establish routines and expectations that hold all of us to account. In boarding, we continue to work towards the idea that we do the right thing, because it is the right thing to do, not because of the threat of consequence or the prospect of reward. The intrinsic value in 'doing good' is something we value dearly in boarding at Hutchins.

## 'Be curious, not judgmental.'

Boarding houses are truly diverse communities, filled with people from different parts of the world, with vastly different life experiences. It is incumbent upon us to provide an environment where boarders are exposed to these different experiences and ideas and have opportunities

to develop a curiosity about how we differ (and how we are the same) and what we can learn from each other. For us, this exposure to a variety of ideas may be through conversation, food, sport or music. What we discuss may not seem of great importance, but our attitude about listening to the experiences of others, without judgment, is so important in the development of a positive and inclusive community.

As a student, boarding exposed me to the diversity of humanity. I had the opportunity to meet and get to know people from all parts of the world, who had lived experiences that were so different from my childhood growing up in rural Queensland. This diversity of experience allowed me to see the world in a way that I perhaps hadn't considered, or even had the opportunity to consider and I have benefitted from that experience. I hope that this is also the case for our boarders. We are determined to live these values in boarding and to provide an environment where all our boarders can become the very 'best versions of themselves'. 🐾



Hutchins students participating in an inter-cultural soccer game with refugee students from the Migrant Resource Centre

These experiences ignite a passion for understanding different cultures and perspectives and equip students with invaluable life skills such as empathy, courage, and compassion.

“The Round Square Committee is all about bringing people together from different parts of the world and making sure everyone feels included. This year, we have organised an inter-cultural soccer game with refugee students from the Migrant Resource Centre and an amazing study tour to Singapore. These events show how the School can work and learn together no matter what cultures we come from. The

Round Square Committee, together with all the Round Square participants, is making our school a place where everyone belongs and feels a part of our community,” explained Round Square committee member, Archie Yarrow (Year 11).

Round Square is more than an organisation; it is a transformative journey that shapes the way our students perceive and engage with the world. As we continue to nurture global citizens through our affiliation with Round Square, we invite all students, staff and parents/carers at Hutchins to embark on this journey. Embrace diversities, broaden our perspectives, think globally and act locally. 🌍

# Embracing Round Square: nurturing global citizenship at Hutchins

**MR ERIK MARR** Global Learning Co-ordinator

In an increasingly interconnected world, fostering global citizenship has become an imperative for the holistic development of students at Hutchins. As a Round Square Global Member school, we are proud to be part of an active international network of 220 like-minded schools across six continents that are dedicated to shaping young minds into compassionate, responsible and culturally aware global citizens.

The Round Square philosophy encourages its member schools and students to embrace six core IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. These values align with the foundation for a well-rounded Hutchins education that extends beyond the classroom walls, preparing students to thrive in an ever-evolving global landscape.

Through Round Square, our students are provided with unique opportunities to broaden their horizons and cultivate global citizenship. With globally oriented activities being introduced to all three sub schools, students engage in immersive language and inter-cultural experiences, domestic and international student exchange, online collaborative projects on contemporary topics and meaningful interactions with community members from all walks of life.

# From the Parents' Association

**MRS DAYANA BAKER** President, The Hutchins School Parents' Association

The Hutchins School Parents' Association see their role as an important conduit between parents/carers, the School, the students and the wider community, which has so far seen 2023 as action packed!

(below) Members of the Parents' Association at the School Fair



School Fair 2023



Junior School students purchasing gifts at the Mother's Day Stall

Community

We started off the year hosting the New Parents Cocktail Party, with over 150 new parents/carers in attendance. Also in Term One, we held our first School Fair since 2018! It was a resounding success and each House, committee and association ran a stall. The cake stall and lucky dip were sold out in record time! The First XI Cricket Tour families ran the bar and through this fundraising, were able to significantly reduce the cost price of each player traveling to England. A huge thank you to all of the donors who provided silent auction and raffle prizes.

Members of the Parents' Association also assisted with an Open Day barbecue and Grandparents' Days, which were held over three separate days and saw the School host over 450 grandparents and special friends of students from Pre-Kindergarten through to Year 12!

Our committee meets twice per term at the School. In 2023, the Parents' Association have proudly supported proposals for funding, including a \$25,000 donation to Giving Day as a matching donor. We have recently funded plans for the 'bush area' to be developed in the Junior School, so watch this space for exciting things here.

Unfortunately, 2023 will be my last year as President. I have loved being a part of The Hutchins School community and encourage anyone who is thinking about getting involved to reach out. Thank you to Principal, Dr Rob McEwan, for his unwavering support and to Vice-President, Courtney Bell, for her assistance and contributions, as well as to all members of the Parents' Association who have given their time this year. 🐾

# Update from the Old Boys' Association

**HON. JIM WILKINSON** ('69) President, Hutchins School Old Boys' Association

The value of staying connected has never been greater. Whether through personal relationships or virtual networks, maintaining connections offers a range of benefits that positively influence our lives, regardless of age.

One of the most significant advantages is the impact on our mental and emotional health. Regularly engaging in conversations and interactions with fellow Old Boys, friends, family, colleagues and even online communities, keeps our minds active and stimulated. These exchanges keep us sharp and promote ongoing learning, contributing to a more fulfilling and vibrant life. Staying connected also has a profound effect on our confidence levels. This benefit is not limited to any particular stage of life.

When we engage with others, share experiences and receive support, we reinforce our sense of self-worth and competence. This confidence radiates into various aspects of our lives, enhancing our ability to tackle challenges and embrace new opportunities. Isolation and loneliness will impact everyone at some stage, regardless of age and circumstances. By staying in touch with mates from school, we create a strong social support system that acts as a buffer against these negative emotions.



Hon. Jim Wilkinson ('69)  
with Louis Smith (Year 12)

Engaging in meaningful interactions provides a sense of belonging and reminds us that we are part of a larger community. This sense of connection reduces the feelings of loneliness and contributes to our overall emotional wellbeing. The remarkable impact of staying connected becomes even more evident when we look at recent reunions and Over 80's Club events. The increase in participation is testament to the importance of these connections.

We see the role of the HSOBA Committee as facilitators of these catch-ups, whether it be interstate or international reunions, the annual Golf Day or the Ray Vincent Lunch. These events not only bring joy but also strengthen the sense of belonging to our wonderful community. If you haven't had the opportunity to attend a recent HSOBA event I would really encourage you to do so. The calendar of events is available on the HSOBA Community Hub at [community.hutchins.tas.edu.au](http://community.hutchins.tas.edu.au). 🍷



(left) First XI Cricket Tour with staff, families and Old Boys, gathering in London

# From fathers to sons: The enduring legacy of the Rex family

MR JOHN GROOM ('86) Director of Advancement

If the walls of The Hutchins School could talk, they would tell countless tales of academic triumph, sporting prowess, artistic expression and friendship. There would also be many stories of generational links.

Names such as Burbury, Parsons, Hammond, McDougall, Vincent, Bennisson, Fitzgerald, Brammall and Giblin have been prominent in the Hutchins annals.

There are some families that have continuous lineage and the Rex family is one. When Robert Richmond REX enrolled at Hutchins in 1853 as student number 224, little did he know that six generations later that family link at Hutchins would remain.

Robert Richmond REX was one of three sons of George, a free settler from Ryton in Yorkshire. Robert went on to establish R R Rex and Son, Ship Chandlers, which remained a very successful Hobart waterfront business well into the 20th century.

The Rex family's connection with the School has continued for the five generations since, with Victor Richmond REX joining us as a student in the Early Learning Centre in 2023.

Victor's dad Benjamin Richmond REX ('96) was enrolled at Hutchins in 1993 and his dad, Robert Maxwell REX ('64) began at the School in 1959.

In total, we believe over 19 Rex's have attended Hutchins and affiliate schools (such as Queen's College) which ultimately merged with The Hutchins School. Seven of those served in the First and Second World Wars with two making the ultimate sacrifice.

Regrettably, we have very few records of any Rex daughters who may have gone on to have sons who attended the School under a different surname. We are aware of Alan John Richmond MILLER (e1907) who was a grandson of Robert Richmond REX but we are certain there will be other relatives of the Rex family who have attended the School and we would love to hear from anyone with further information.



Robert Richmond REX



Robert Richmond REX II



Max Poutney Richmond REX

It is wonderful to see the Rex family legacy continue with Victor Richmond. His dad, Benjamin, is proud of the continuous connection:

*I remember my grandfather [Max Poutney Richmond] talking about his Hutchins days, then my dad [Robert Maxwell]. It's nice knowing that the Rex/Hutchins link continues with my son who began at the School this year. The School has changed so much over the years and as a family, we're proud of our deep and enduring connection.*

Each member of the Rex family has carved out a unique path, but they are all bound by a shared legacy that shaped their lives.

## The Rex family direct lineage at Hutchins

- Robert Richmond REX – enrolled 1853
- Robert Richmond REX II – enrolled 1893\*
- Maxwell Poutney Richmond REX – enrolled 1924
- Robert Maxwell REX – enrolled 1959
- Benjamin Richmond REX – enrolled 1993
- Victor Richmond REX – enrolled 2023

\* Enrolled at Queen's College which later was amalgamated with The Hutchins School.

The values, traditions, and memories they have inherited are more than just a family connection; they are an integral part of the tapestry of The Hutchins School. 🦋

If you are able to add to the Rex story or have a similar story in your family, please contact us at [hsoba@hutchins.tas.edu.au](mailto:hsoba@hutchins.tas.edu.au).

Special thanks to Guy Watchorn REX (e1919) who provided an article for the School Magazine in 1959 about the Rex family lineage.



HSOBA members with long lineage, 1980 [M Rex standing left]

# Beyond numbers: How our community is shaping the future of Hutchins

**MR JOHN GROOM ('86)** Director of Advancement

The Signature Building will include a double basketball court and seating for over 700 people

This year has been another successful step forward in our quest to build a successful, sustainable and enduring giving program. One of the key metrics in assessing our progress is the number of donations. We are delighted that at the time of writing we have received a total of 1359 donations and are on track to exceed our record of 1470 for the year. But it's not just about the numbers, it's about the incredible community rallying around our mission.

Monetary contributions are not the sole metric of success. We are equally indebted to our volunteers whose invaluable time helps us foster a culture of giving at Hutchins.

The Make Your Mark capital campaign continues to be a focus with over \$15.4M now raised and it is incredibly exciting to know that we will shortly 'turn a sod' on this game-changing project.

While the realisation of the Signature Building has been a priority, we have continued to advance other elements of our program, including rolling out our first online wills campaign to drive membership of the 1846 Society. Thank you to those members who have made the life-changing decision to leave a lasting impact.



Mr John Groom

Looking ahead, we are focused on honouring the enduring legacies of former trustees and members of the Hutchins Foundation by expanding our endowment fund. This will remain a pivotal part of our fundraising strategy.

In May, we held our third bi-annual Giving Day. A total of \$522,700 was raised in just 12 hours through the support of 524 generous donors, including 128 donors who gave to the School for the first time. This exceeded our ambitious \$500,000 target, an incredible outcome!

This achievement would not have been possible without the invaluable assistance of our wonderful volunteers on the day and the generous support of our matching donors; Greg Woolley ('91), Andrew Walker ('82), Tony Shadforth ('70), John Clennett ('68), Friends of the School, The Hutchins School Old Boys' Association and the Parents' Association.

The Advancement Team wishes to acknowledge members of the 1846 Society and 175 Club as well as all members of our donor community. This important work is only possible with your ongoing generous support and commitment.

# MAKE YOUR MARK.





Artist's impression, Signature Building  
Nelson Road entrance

'When I look back on my education, I appreciate what a special school Hutchins really is. I am honoured to be able to make a contribution to a place which means so much to me and hope that it plays some small part in affording others the opportunities that I was fortunate to have.'

— Greg Woolley ('91)



The Advancement Team –  
Mr John Groom ('86), Mrs Anna Beattie, Mrs Marji Craven and Dr Rob McEwan at Giving Day 2023

For further insights or queries, please reach us at 03 6221 4310 or [advancement@hutchins.tas.edu.au](mailto:advancement@hutchins.tas.edu.au).

If you wish to find out more about the Signature Building, please visit [makeyourmark.hutchins.tas.edu.au](http://makeyourmark.hutchins.tas.edu.au).

All donations made to the campaign are fully tax deductible. 🇺🇦



Artist's impression, Signature Building entrance foyer

# From the Archives

MS KATIE RICHARDSON Archives and Records Manager

## Faithful and untiring: Miss Mary Todd, our first Kindergarten teacher



Miss Mary Todd, c1918

### Miss Mary Jessie TODD

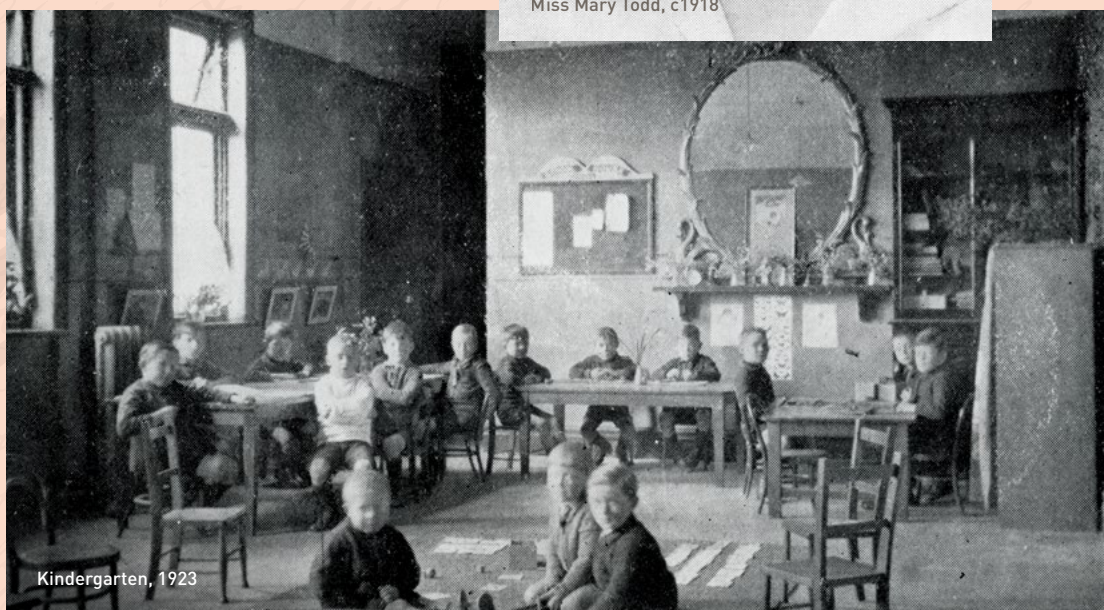
was born in Hobart on 12 May 1889 to Mr William and Mrs Jean Todd. Miss Todd began her career at Hutchins in 1918, one year before the official opening of the Junior School in 1919.

'A Kindergarten and Preparatory Class has been added to our establishment this quarter.

These classes are in [the] charge of Miss Todd, to whom we extend a hearty welcome. A special teacher in a separate room, to take charge of our little 'Kindergarteners' is certainly an acquisition to our school.'

*(Hutchins School Magazine, Midwinter 1919)*

The Hutchins Kindergarten was formally established after the amalgamation with Franklin House School in 1917 which was already running a Kindergarten, with Miss Todd taking over from Miss McAlister in 1918.



Kindergarten, 1923

From the moment Miss Todd entered our Kindergarten, she created a world designed solely for the education of our youngest students. She used the Montessori method of teaching, which at that time was considered quite a new approach and took a great individual interest in each student. Every *School Magazine* mentioned how she immersed her students in the School as a whole, with many notes about how busy the Kindergarten children were preparing for school fairs, performances and parades.

In 1921, the Kindergarten focus was on Japan, where Miss Todd transformed the classroom into a sea of Japanese umbrellas, lanterns and cherry blossoms. Miss Todd also heavily focused on 'Nature Study' with weekly visits to the Christ's College ground with games organised for the students.

In 1922, Miss Todd showed her true empathy and care for her students when during a diphtheria outbreak in Hobart, many of her students contracted the disease, including Billy Gill, the only child of Mr and Mrs W H Gill, who tragically did not survive. Miss Todd described Billy as 'a child of sweet and gentle nature – loved by us all' *(Hutchins School Magazine, Midwinter 1922)*.

Kindergarten, 1920s  
Image courtesy Tasmanian Archive  
and Heritage Office



By 1923, Miss Todd had begun to fall ill and even though her health was failing she still had an impact on the Kindergarten children, with student R Eccles Snowden saying "We have pretty pictures on our walls. We all like drawing. Miss Todd is very kind" (*Hutchins School Magazine*, December 1923).

Miss Todd was only 34 when she passed away on 16 February 1924 and was buried at Queenborough Cemetery, where The Hutchins School stands today. Headmaster Mr C C Thorold described Miss Todd as 'faithful and untiring', with the following tribute published after her death:

'Her day's work did not stop with the close of school in the afternoon, because she gave many hours of her private time to beautifying our room... we only hope that we may be the better boys for having been under her influence. May the memory of her constant cheerfulness and readiness to attend to our little wants remain a bright spot with us for many days to come.'

– *Hutchins School Magazine*,  
Midwinter 1924

Although the early loss of Miss Todd was a severe blow to the School, the Hutchins Kindergarten continued under the careful watch of long-serving Kindergarten teacher and former assistant to Miss Todd, Miss Gertrude Frizoni. 🌟



**STAFF MEMBER**  
**James McLeod**

**Teaching at Hutchins** 1983 to 2021

#### School positions held

Head of Thorold House, Assistant Head of Senior School, Middle School Year Head, Teacher-in-Charge of Hockey.

**House affiliation** Thorold

#### Who were some of your close work colleagues?

Mr Martin Chambers, Mike Conacher ('95), Chris Rae ('66), Barrie Irons and Dr Adam James. In the English Faculty, Mrs Alison Farmer and Mr Damian Green, Mrs Jane Dutton, Mrs Giovanna Padas and Mr Anthony Apted. Long term colleagues from early days included Ian McQueen, Alan Dear, Scott Young ('75), Andrew Webber ('65) and Mel Arnold.

James celebrates the 'special group' of boys he taught who became Hutchins teachers. The list includes Mike Conacher ('95), Mr Ken Kingston ('87), Mr Stuart Hammond ('90), Mr Mike Webster ('88), Mr James Seddon ('01), Mr Richard Gard ('04), the list goes on...

**Colleagues who had a significant impact** The late John Millington ('53), David Brammall ('56) and Ms Cath Hogan.

# Where are they now?

**CHRIS RAE** Head of Senior School (2001–2008)

#### What are your memories of the teaching program at the School?

Coaching the First XI Hockey team and being Teacher-in-Charge of Hockey, with many hockey tours, including three trips to New Zealand.

Participating in a teaching exchange to Texas in 1999–2000, an experience which reinvigorated James' teaching, also reinforcing that Hobart, Tasmania, was a good place to live, work and raise family.

James reminisces of former student, Kevin Hofbauer ('06) returning to the School to address an Awards Assembly.

*"A star of tv and films, Kev is a brilliant stage actor. He had been appearing as Banquo in the Melbourne Theatre Company's highly acclaimed 'Macbeth'. He explained that he had never been the hardest working English student (he was a great source of entertainment for the class – and me!). The idea of studying 'Macbeth' did not appeal until we started reading and performing it. Kev said that for the first time, literature spoke to him. He was bewitched by the poetry, rhythm and movement. He fell in love with Shakespeare in my Year 10 English class and returning to Hutchins, having played Banquo, said for him the circle was complete. It was for me also".*

#### What of life post-Hutchins?

As a result of COVID-19, James and wife, Wendy put their international travel plans on hold and have been delighting in all that Tasmanian travel has to offer. James was also an extra and worked behind the scenes with tv series 'Bay of Fires and Deadlock, due to his daughter Gabby's involvement. James is looking forward to the up-coming Australian Masters Hockey Championship 2023 in Perth, WA.

A wonderful contributor to the School community, both in the classroom and through the co-curricular program. He forged a highly valued connection with so many students. 🍷

# 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*, Summer 2022.

Photograph, junior class c1897, donated by Hutchins teacher, Miss Hailey Grayson who kindly rescued it from the Hobart Tip Shop.

Book, Reflections on the Life of an Unlikely Academic, by Prof M M Bryden ('55).

Prefect badge, football medallion and book, belonging to D A Burton ('47), donated by P A Burton ('70).

Books, various relating to Hutchins, donated by Caroline Golding.

(below) Framed watercolour of the 'Old Porch' (Ivied Tower) belonging to E C Cummins ('64)

Framed watercolour of the 'Old Porch' (Ivied Tower), belonging to E C Cummins ('64), donated by G R Dick ('53).

Cadet cap, school caps, scarf, blazer pocket, serviette ring with Hutchins emblem, HSOBA cufflinks and badge, and rowing report from Head of the River 1942, belonging to N B Foster (e1929), donated by the Estate of N B Foster.

School magazines and Building and Development Plan 1946, donated by C S Gibson ('94).

Rowing photographs, donated by R C King ('83).

We thank all our donors for their contribution to our archives, and we apologise if we have missed anything that has been donated. If you believe that we have missed your donation in this list, please contact [archives@hutchins.tas.edu.au](mailto:archives@hutchins.tas.edu.au) as it may be that we simply did not have enough information provided with the donation to publish. 🐼



# 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.

|                             |               |                  |
|-----------------------------|---------------|------------------|
| ROSS, Ian Marshall          | Foundation    | 1 November 2022  |
| KIRBY, David Ewan           | Old Boy 1950  | 8 November 2022  |
| ROGERS, Frank Galloway      | Old Boy 1951  | 13 November 2022 |
| COOPER, William John (Bill) | Old Boy 1952  | 4 January 2023   |
| DEAN, Laurence Clifford     | Old Boy e1944 | 7 January 2023   |
| GOODWIN, Adrian Norman      | Old Boy 1975  | 10 February 2023 |
| MILLAR, Geoffrey McLaren    | Old Boy 1962  | 21 March 2023    |
| KAY, Christopher Philip     | Old Boy 1974  | 27 March 2023    |
| MILLAR, James McLaren       | Old Boy 1962  | 12 May 2023      |
| CHAPMAN, Geoffrey Peter     | Old Boy 1958  | 31 May 2023      |
| HARVEY, Colin James         | Old Boy e1932 | 11 June 2023     |
| JARVIS, Barry Thorne        | Old Boy 1957  | 16 June 2023     |
| TRIFFITT, Jeffrey Ian       | Old Boy 1980  | 16 June 2023     |
| CONACHER, Edward Allen      | Old Boy 1966  | 27 June 2023     |
| JACKETT, Richard Bruce      | Old Boy 1971  | 2 July 2023      |
| BROCKLEHURST, John Ernest   | Old Boy 1964  | 9 July 2023      |
| STOPS, Simon George Tilley  | Old Boy 1979  | 14 August 2023   |

**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.



Photograph of the junior class, c1897, donated by Miss Hailey Grayson

## William John (Bill) Cooper (1936–2023)

**W J Cooper** (no. 3609) attended Hutchins 1941–1952. Bill entered Hutchins in Kindergarten and became a member of Hay House. His junior years at Hutchins were incredibly successful, entering the Pedlars Parade as a 'drummer boy' in Kindergarten (1941), winning the 50 yards race in 1942 making him Kindergarten Champion and the winner of the Sports Cup. In 1945, Bill was the U10 highest points scorer at the

Athletics Carnival and in 1947 became a member of the Junior Athletics Team. His other endeavors in his junior years included being a member of the Library Committee, an 'entertainer' in the Hiking Club, best player for Hay House in football, Captain of junior cricket, Captain of Hay House in athletics, cast member of the production of *Toad of Toad Hall*, U13 Champion Athlete at the inter-school sports carnival, House Captain of Hay House and Captain of the Junior School!

When he reached his senior years, Bill's extensive participation in school programs continued. In 1949 he was cast as 'George' in the production of *What Happened to George* and in 1950/51 he participated in all athletics competitions, earning colours for football and athletics.



W J Cooper in the Cross Country Team, 1952

In his final year at Hutchins in 1952, Bill continued his love of performing by producing the winning House play *The Crimson Coconut*. Bill was also appointed Captain of House Drama, Captain of House Standard Athletics and Vice-Captain of House Athletics. He also represented the School in Australian Rules Football, cricket and cross country.

Post-school, Bill continued his relationship with Hutchins with his son Michael ('86) attending, along with his grandsons William ('19) and Hamish (Year 9). Bill was the dearly loving husband of Diane (dec) and he passed on 4 January 2023. He is survived by his three children, their partners and his grandchildren. 🍷



Prefects, 1950 (D E Kirby standing middle)

## David Ewan Kirby (1933–2022)

**D E Kirby** (no. 3585) attended Hutchins 1941–1950. David wasted no time in throwing himself into all aspects of school. In 1941 and 1942, David was the recipient of the Donald Cameron McPhee Memorial Scholarship and in 1944 he also was awarded the Junior Newcastle Scholarship.

When he reached his senior years, David undertook the Schools' Board Examinations and joined the Hutchins rowing team, with coach Russell Keon-Cohen writing 'An easy, natural and imperturbable oarsman, began uncertainly but developed that easy and relaxed swing and ranging drive through the eater which makes a coach's heart glad' (*School Magazine*, June 1949).

In 1950, David became a Prefect, was on the Sports and Library Committees, was Secretary of the Music Club, School House Vice-Captain, earned first colours for rowing and undertook his Matriculation Examination, earning a Commonwealth Government Scholarship.

After leaving Hutchins, in 1951 David joined the Economic and Investigation Section at the State Treasury Department before becoming Deputy Head of Treasury in 1976. From 1977–84 he was the Deputy Chairman of the Metropolitan Transport Trust and in 1984 was appointed Tasmanian Auditor-General before retiring in 1991. Upon his retirement, David spent 17 years researching for his book *Hobart's Tram Trilogy* (2008) and was a lifelong friend of St David's Cathedral, becoming the longest-serving chorister.

David was also a member and fellow of The Hutchins Foundation and a lifelong friend of the Hutchins Archives and Heritage Collection.

Dearly loving husband of Ann (dec), David passed on 8 November 2022, and is survived by his three children, their partners and his grandchildren. 🌹

We sincerely thank Margaret Mason-Cox for the information in this piece. Margaret wrote about David in the Winter 2019 edition of *Magenta & Black*.

### A special tribute to Colin James Harvey (1927–2023)

C J Harvey (No. 3167) attended Hutchins 1932–1934 from ages 5–7. Although, only at Hutchins for a short period, Colin is memorialised in one of our most precious photographs of the early 20th century in a Kindergarten play from 1934. This photograph has been used many times in the 89 years since it was taken and continues to be used today as our favourite historical image of Kindergarten children at Hutchins.



A McLaren, C Harvey and J McPhee, 1934

The Hutchins Archives and Heritage Collection holds an extensive photographic catalogue. Many of our images are available at [history.hutchins.tas.edu.au](http://history.hutchins.tas.edu.au). 🌹

# Your will is our future

### Are you considering leaving a gift in your Will?

We encourage you to have a confidential discussion with our Gifts-in-Wills specialist, Mrs Anna Beattie, who can provide guidance on how your intentions can be best achieved. Please contact Anna on +61 6221 4239 or [anna.beattie@hutchins.tas.edu.au](mailto:anna.beattie@hutchins.tas.edu.au)

For more information visit [hutchins.tas.edu.au/1846-society](http://hutchins.tas.edu.au/1846-society)



# 2024 term dates

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## Term 1

- Monday 8 January – School Reception opens
  - Monday 5 February – Term 1 commences
  - Wednesday 20 March – Open Day #1
  - Sunday 24 March – Open Day #2
  - Friday 29 March–Tuesday 2 April – Easter Break  
The School is closed during this time
  - Friday 12 April – Term 1 concludes
- 

## Term 2

- Tuesday 30 April – Term 2 commences
  - Friday 5 July – Term 2 concludes
- 

## Term 3

- Tuesday 23 July – Term 3 commences
  - Friday 27 September – Term 3 concludes
- 

## Term 4

- Monday 14 October – Term 4 commences (Years 6–12)
  - Tuesday 15 October – Term 4 commences  
(Pre-Kindergarten to Year 5)
  - Tuesday 10 December – Term 4 concludes
  - Friday 20 December – School Reception closes
- 

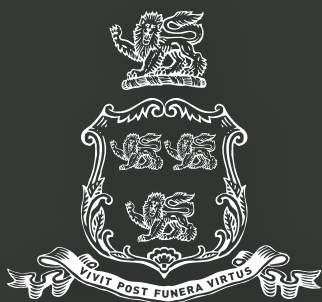
## 2024 celebratory dates

- Friday 29 November – Year 12 Leavers' Dinner
- Wednesday 4 December – Junior School Awards Celebration
- Tuesday 10 December – Middle and Senior School  
Speech Night
- 

## 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 [communiqu@hutchins.tas.edu.au](mailto:communiqu@hutchins.tas.edu.au)

The newsletter can also be accessed online at [www.hutchins.tas.edu.au](http://www.hutchins.tas.edu.au)



**HUTCHINS**  
ESTABLISHED 1846

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