



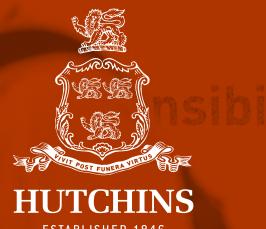
# JUNIOR SCHOOL COURSE HANDBOOK 2024

BEING A GLOBAL CITIZEN

Being aware of our wider world and how it works.

Seeing ourselves as citizens of this world.

Engaging and respecting differences.



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**DISCLAIMER** The information and advice in this handbook have been prepared in good faith and information is correct at the time of publishing.



# JUNIOR SCHOOL COURSE HANDBOOK 2024

## THE HUTCHINS SCHOOL

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The Hutchins School Board as established by The Christ College Act 1926  
ABN 91 133 279 291 CRICOS 00478F



# Welcome to the Junior School at Hutchins

Welcome to the Junior School at Hutchins. This part of the School comprises the year groups ranging from Pre-Kindergarten to Year 5. Here the students begin their journey in a rich educational environment designed to achieve their personal best and to realise their potential as active members of their community.

The curriculum in Pre-Kindergarten and Kindergarten is scaffolded by the Early Years Learning Framework. The Australian Curriculum is taught from Prep to Year 5 with learning experiences specifically tailored for our learners. The curriculum is differentiated according to individual needs and is supported by stimulating learning environments equipped with age and stage appropriate resources and experiences.

Students are supported in developing their skills to become self-directed learners, through personal goal setting and learning experiences that allow greater ownership over their learning.



Small class sizes and strong teaching teams at each year level ensure that all students have the opportunity to develop their knowledge and skills to their personal best, and to enjoy rich and varied social interactions as well as sporting, artistic and spiritual experiences which consolidate and further develop their values and identities.

Mr Stephen Coventry  
**Head of Junior School**



Swagat Willkommen Benvenuto 歡迎  
欢迎 Bienvenue ยินดีต้อนรับ  
Yin-dee-ton-rup 歡迎 Boa Vinda 환영



Here students begin their journey in a rich educational environment designed to achieve their personal best and to realise their potential as active members of their community – locally, nationally and globally.



# Our Guiding Statements

## Our Vision

Hutchins provides an inspirational education where each student strives to achieve their personal best and is willing to serve their community as an informed and active citizen.

## Our Mission

Hutchins is an Anglican school whose supportive learning community works together to nurture character of boys.

## Our Values

As a community, we aspire to be people of integrity who act with humility, kindness, courage and respect.

## Our Faith

A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values by welcoming and respecting members of all faiths, beliefs and traditions.

## Our Motto

**Vivit Post Funera Virtus** – *Character Lives on After Death* – What you do matters.

# About the Junior School

The Hutchins School Junior School provides a stimulating, nurturing and vibrant environment for boys from Pre-Kindergarten to Year 5. The first steps are taken towards ensuring that our learners grow into young people of good character, ready to embark on their lifelong learning journey.

The early years are the most vital in a child's educational life. During this time children are entering a social world stretching beyond the family. They are trying to establish themselves as members of a peer group community. It is during this period that they acquire the foundation skills for future learning. By the end of the early years of education children will have reached some important decisions about their own abilities and worth. As children move through the Junior School, our staff provide a warm, supportive yet challenging environment, where our school values of humility, kindness, courage and respect guide our practice.

## Our guiding principles

- Children learn when they are having fun, experience success, feel secure and have a sense of belonging.
- Curiosity, wonder and imagination are encouraged and developed through creativity and child-centred, play based, hands on learning.
- Children connect and contribute to their world through inquiry and discovery. Critical thinking is at the heart of all inquiry.
- Children have authentic opportunities in a range of curriculum areas to develop their thinking and problem-solving skills. They are actively involved in gathering and processing information using all their senses.
- An emphasis on building strong organisational skills in literacy and numeracy.
- Children take learning risks to develop their social, emotional and physical wellbeing. They are supported to build character, confidence, independence, resilience and perseverance. Children are encouraged to be responsible and accountable for their actions and choices.



- Children participate in the digital world positively and productively.
- Valuing active, caring citizenship, where students know that what they do matters.
- By providing a wide, varied, exciting and challenging curriculum that all students cultivate a lifelong love of learning.

The class teacher takes all the core subject areas which include English, Mathematics, Science, History, Geography and Art. Specialist teachers are provided for Music, French, Chinese, Physical Education, Library and RAVE (Religious and Values Education). Provision is made for English as an Additional Language or Dialect (EALD) support and there are targeted learning supports (differentiated based on the age and year level of the child), and gifted and talented programs as appropriate. Programs in the Pre-Kindergarten and Kindergarten years are based on the Early Years Learning Framework. The Australian Curriculum is delivered from Prep to Year 5.

Co-curricular activities for the Junior School students include dance, music and winter sports (from Prep). Private instrumental music lessons are offered (at a cost) for students from Kindergarten upwards.

## **Special features of the Junior School include:**

- Award winning purpose built classrooms.
- Onsite Outside School Hours Care.
- A Social and Emotional Wellbeing Program.
- Separate play areas – with phased in participation with older students.
- Whole school participation for certain events (e.g. Cross Country).
- Informal 'Buddy' system with Junior and Senior School students.
- Outdoor Education program, with a day at Southport for our Year 2 students and overnight camps from Year 3.
- Regular weekly chapel for Pre-Kindergarten to Year 5 students.
- Early Years Assembly for Pre-Kindergarten and Kindergarten students and parents/carers.
- Junior School Assembly for students in Prep to Year 5.
- Links with our sister school, St Michael's Collegiate, for combined social and learning opportunities.
- Pride Choir for students in Years 3–5.
- Year 5 Leadership program based on the understanding that all students are leaders.
- Continuation of support programs and Gifted and Talented programs (including subject acceleration).





# The Junior School program

## Pre-Kindergarten

- Music
- Physical Education
- Pre-literacy and numeracy
- Religious and Values Education (RAVE)
- Social and emotional development

## Kindergarten

- Chinese
- Early literacy
- Numeracy and early Mathematics
- Music
- Physical Education
- Religious and Values Education (RAVE)
- Social and emotional development

## Prep and Year 1

- Art
- Chinese
- Digital Technologies
- English
- Humanities and Social Sciences (HASS)
- Mathematics
- Music
- Physical Education
- Religious and Values Education (RAVE)
- Science
- Social and Emotional Learning



## **Years 2–5**

- Art
- Chinese (Year 2 and Year 5)
- Digital Technologies
- English
- French (Years 3–5)
- Health and Physical Education
- Humanities and Social Sciences (HASS)
- Mathematics
- Music (theory and instrumental)
- Religious and Values Education (RAVE)
- Science
- Wellbeing

## **Years 2–5**

### **Co-curricular activities**

- Debating
- Dance
- Choir
- Orchestra
- Mandarin Club
- Winter and Summer Sports
- Individual instrumental music lessons are also available at a cost



# Leap into Learning program

An engaging play-based program for children from birth to 4 years. Developed by our early childhood teachers and delivered in our Early Learning Centre, we welcome boys and girls to the program.

**WHERE** The Hutchins School  
Early Learning Centre

**WHEN** During term time

Please visit our webpage for further details  
[www.hutchins.tas.edu.au/leap-into-learning](http://www.hutchins.tas.edu.au/leap-into-learning)

## About the program

Our Leap into Learning program provides opportunities for children to play in larger social settings with the support of parents/carers with one of our early childhood teachers alongside.

Our weekly program runs during term time and includes a range of activities such as construction, sensory, role and imaginary play, art and craft, cooking and group time for singing, dancing and a story. We encourage parents/carers to participate in our singing and story time, as part of your child's social and language learning.

The sessions provide young children with opportunities to practise their developing social skills, such as playing alongside, and with other children, turn taking and sharing. Indoors we utilise a large, well resourced open play space, outdoors we have access to the ELC playground.

Leap into Learning is a wonderful opportunity to set children up for further engagement in early learning in the years before they begin Pre-Kindergarten and Kindergarten.

Leap into Learning is also an opportunity for parents/carers to chat with our Early Childhood staff, ask questions or seek guidance, and to begin to build relationships with key Early Childhood staff before enrolment into Pre-Kindergarten or Kindergarten.

To attend please contact our  
Enrolments Assistant  
[emma.griffiths@hutchins.tas.edu.au](mailto:emma.griffiths@hutchins.tas.edu.au).

Prior booking is preferred.

# Pre-Kindergarten and Kindergarten programs

Our Pre-Kindergarten and Kindergarten programs are specifically developed for three and four year old children in the two years before fulltime school. Through a play-based framework, we support a combination of child-led and explicitly teacher-led learning experiences. This combination provides opportunities for children to connect ideas and explore new concepts in ways that are developmentally appropriate and allow for experimentation, hypothesising and deep curious engagement with a range of concept-based inquiries.

Children learn best when they have a strong connection to their educators, and a strong sense of belonging to the learning space. Our Pre-Kindergarten and Kindergarten staff have a wealth of experience and skills to nurture the developing character of each child, supporting their sense of identity and belonging to the wider school community.

Children develop at their own pace, we recognise and support this in Pre-Kindergarten and Kindergarten through the provision of opportunities for each child to develop their social and emotional skills, their independence, pre and early literacy and numeracy. We do so through engaging in inquiry style learning using open-ended play-based set ups that allow each child to participate.

Our early numeracy and mathematics focusses on counting with one-to-one correspondence, number recognition, learning how to represent 'how many,' shape, sorting and classifying. This runs across Pre-Kindergarten and Kindergarten. Sorting, classifying, pattern, shape and measurement inquiries run through our Kindergarten year.

Name recognition and mark making in Pre-Kindergarten along with daily exposure to rich vocabulary, rhymes, stories and serve and return conversations form the basis of our play-based Pre-Kindergarten pre-literacy program. This is continued in Kindergarten with the addition of a weekly letter focus, phonics and a daily letter/sound review. Name writing, handwriting, and later in the year, beginning to write for specific purposes are supported.



The Pre-Kindergarten and Kindergarten programs are guided by the Early Years Learning Framework for Australia (V2.0, 2022). Teachers use the principles, practices and five learning outcomes to guide their programs.

The five outcomes:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.





*'The first five years have so much to do with how the next 80 turn out'*

– William H Gates Sr (Co-Chairman of *Thrive by Five*)





# Prep and Year 1

## THE CLASSROOM PROGRAM

The program in Prep begins the implementation of the Australian Curriculum. The focus is on developing social skills and responsibility, a love of learning and experimentation as well as sound foundations in literacy and numeracy.

## ENGLISH

The English curriculum in the early years aims to provide the foundational skills, knowledge and understanding for continued learning through the three strands of Language, Literature and Literacy as described in the Australian Curriculum. Each strand works through the modes of listening, reading, speaking, viewing, writing and creating.

In response to the government's 'Lifting Literacy Tasmania – Minimum Schooling Guarantee' initiative, we continue to deepen our structured literacy approach.

A key feature of English in the early years is the Letters and Sounds program. This is a detailed and systematic program for teaching phonic skills to help children become fluent readers and is implemented from Prep to Year 2 work in cross-year level, phase appropriate groups to develop both word recognition skills and language comprehension.

English is fundamental to all other areas of the curriculum. Through talking, listening, questioning and responding, the learners are encouraged to use, develop and continue to master their literacy skills of speaking and listening, writing, reading and handwriting.



## **HUMANITIES AND SOCIAL SCIENCES (HASS) and SCIENCE**

In both HASS and Science the basic skill developed is inquiry. In pursuing the different ideas in these curriculum areas the students learn to recognise and define problems, to make observations, to organise information, to draw conclusions and to develop a variety of thinking skills.

### **HASS**

The focus of the students' work in HASS during Prep is their personal world as they investigate who they are, where they live and who came before them. They consider some of the places and special events they know.

In Year 1, the focus in HASS is on how family life and the place we live in have changed over time. Students investigate events, activities and places they care about, and the reasons why.

### **Science**

In Prep the Science curriculum focuses on the properties and behaviour of familiar objects and how the environment affects human beings and other living things.

In Year 1, the Science curriculum focuses on everyday objects and events, changes in the environment and the needs of living things.

## **MATHEMATICS**

The core numeracy content covered in Prep and Year 1 is drawn from the Australian Curriculum document. Concepts are covered explicitly and incidentally through the Prep program including the names of numbers; counting forwards, backwards and in multiples; sequencing; making and comparing groups of objects and looking for patterns and measuring time, length, mass and capacity. As with other parts of the curriculum, the emphasis is on problem-solving and understanding.

## **DIGITAL TECHNOLOGIES**

The Hutchins School Digital Technologies Scope and Sequence Prep to Year 5 document has been written to scaffold teaching and learning in this area in order to address the Achievement Standards described in the Australian Curriculum. The students' awareness and understanding of Digital Technologies is purposefully developed through integrated learning across the curriculum as well as in learning sequences developed specifically to address digital technologies' outcomes with a strong focus on developing computational thinking skills by creating and implementing simple digital solutions.

# Year 2

## THE CLASSROOM PROGRAM

The focus in Year 2 is to continue to develop a love of learning and inquisitiveness. Sound foundations in literacy and numeracy continue to develop, using methods such as group participation, active learning, collaboratively developed class routines, using functional communication and problem solving.

## ENGLISH

The English curriculum in the Junior School aims to provide the foundational skills, knowledge and understanding for continued learning through the three strands of Language, Literature and Literacy as described in the Australian Curriculum. Each strand works through the modes of listening, reading, speaking, viewing, writing and creating.

The students build their knowledge of spelling and grammar conventions and write for a variety of purposes in different genres. They are encouraged to present their work in a variety of ways and to share their writing with a 'real' audience whenever possible. The students are encouraged to practise clear, confident communication, as both speakers and listeners. Reading is a key part of the program in Year 2, with emphasis given to the importance of 'fluency' and developing a pathway to link decoding and comprehension. Participation in the Letters and Sounds program continues to underpin this area.



## **HUMANITIES AND SOCIAL SCIENCES (HASS) and SCIENCE**

An inquiry approach to learning is undertaken for HASS and Science, where connections are made across the curriculum. In pursuing the different ideas in these curriculum areas the students learn to recognise and define problems, to make observations, to organise information, to draw conclusions and to develop a variety of thinking skills.

In Year 2, topics in HASS continue to develop the students' awareness of what their place can tell them about the past and present; how people are connected to their place and other places, past and present; and how technology has affected daily life over time.

In the Year 2 Science curriculum, students investigate changes to objects, materials and living things in more detail. They look at the different uses of certain materials and resources and where science is used in our daily lives.

## **MATHEMATICS**

The core numeracy content covered in Mathematics is drawn from the Australian Curriculum. The emphasis is on problem-solving and understanding which take precedence over speed of calculation. The aim is to develop and foster an enjoyment of Mathematics.

The students are encouraged to 'have a go' and to take risks. Areas of focus include number and algebra where students cover counting, estimating, sequencing, place value, basic operations, patterns and sorting; measurement and geometry where topics such as mass, length, capacity, volume, time, money and 2D and 3D shapes are investigated; and statistics and probability where dice games are explored, data collected and simple graphs are used.

## **DIGITAL TECHNOLOGIES**

The Hutchins School Digital Technologies Scope and Sequence Prep to Year 5 document has been written to scaffold teaching and learning in this area in order to address the Achievement Standards described in the Australian Curriculum. The students' awareness and understanding of Digital Technologies are purposefully developed through integrated learning across the curriculum as well as in learning sequences developed specifically to address digital technologies' outcomes.



# The Years 3–5 classroom program

The focus in Years 3–5 is to consolidate and build on the foundation laid in the early years. Students continue to develop and refine their learning and understanding of literacy and numeracy skills and are encouraged to use them with increasing independence in a wide range of contexts. Structured, differentiated teaching, along with the use of open-ended activities and problem-solving scenarios, within and

beyond the classroom; an emphasis on the importance of operating productively, both as an individual and as a member of a group; opportunities to take up a wide variety of music, sport, drama and other co-curricular activities; and the expectation that each learner will accept increasing personal responsibility for their own learning and behaviour underpin the journey from Years 3–5.



# English

The English curriculum in the Junior School aims to build upon the foundational work of the early years curriculum to consolidate and further develop skills, knowledge and understanding for continued learning through the three strands of Language, Literature and Literacy as described in the Australian Curriculum (English).

Each strand works through the modes of listening, reading, speaking, viewing, writing and creating.

The **Language** strand provides opportunities for the students to develop an increasingly sophisticated understanding of how the English language works and supports the other strands.

The **Literature** strand focuses on engaging the students with and developing a deeper awareness and appreciation of a wide variety of literary texts.

The **Literacy** strand aims to further develop the students' appropriate, accurate, confident and fluent use of English in an expanding range of settings.

The curriculum focuses on how language enables people to create meaning in a broad range of ways. Students have the opportunity to learn language, learn about language and learn through language. As they move through Years 2–5, students will expand their knowledge of language and acquire skills to assist this expansion. They read, view and enjoy a wide range of texts. They respond to texts in increasingly sophisticated ways. They communicate to share ideas, offer advice, opinions and information as well as to respond to others, showing a greater appreciation of different points of view. They use writing and computer technologies with an increasing awareness of more complex text structures and language conventions. They use appropriate communication conventions when listening and speaking and vary their communications, depending on purpose and audience.





# Humanities and Social Sciences (HASS)

Units of work in Years 3–5 are developed from the Australian Curriculum. From Years 3–5 in HASS, students extend their study and understanding of human society through units which focus on their own community and others that differ due to time, place or culture.

Students extend their understanding of how and why groups are organised in communities and how participation in groups involves rights and responsibilities. They deepen their understanding of time and how the ideas and actions of people in the past have changed the lives of others as well as the structure of society and the environment. Students explore the nature of change in society and consider different agents of change.

Students reflect on the way people can influence their environment and explore the issues surrounding valuing, using and protecting the environment. They explore the need to develop a sense of stewardship for the environment, and the implications of this for themselves and future generations. They reflect on how the past is recorded and remembered in different ways. They explore how customs and practices may vary between cultural groups while serving similar purposes and consider the contributions that diverse thinking has made to social development. They extend their understanding of how people manage resources and the different systems for exchange of goods and services that have developed as a result.

In Year 3, HASS topics focus on individuals, events and aspects of the past which have significance now, things that have changed and things that have remained the same over time. They explore the role of rules and how decisions are made in a community. They look at the importance of celebrations and commemorations for different groups.



In Year 4, HASS topics explore how peoples' need and want of resources over time has affected peoples, societies and environments. Study of European exploration and colonisation of Australia and elsewhere, and the life of indigenous Australians pre- and post-contact are key focus points. Resource use and management, past and present, are investigated. The role of government, laws and citizenship is introduced.

In Year 5, the focus of units of study in HASS includes the social, economic, political and environmental causes of Australia's development in colonial times. The students investigate the influence of environments on humans in different times and places, as they seek resources, settle in new places and manage these places. Australia's electoral system is introduced and students begin to make connections to economics and business concepts around decisions and choices.



# Mathematics

The core content covered in Years 3–5 is drawn from the Australian Curriculum (Mathematics) and organised in the strands of Number and Algebra; Measurement and Geometry; and Statistics and Probability. As they progress through Years 3–5, the focus is on the development of increasing confidence and competence as they communicate mathematical ideas and pose their own questions which require mathematical action. They discuss questions posed by others and recognise the value of planning in choosing and using appropriate strategies to solve and present the solutions to different problems. They grow in understanding that solutions can be presented in a variety of forms (verbally, pictorially and graphically) and experience a broad range of problem-solving strategies.

Students are encouraged to reflect on their strategies and methods and refine their own repertoires through investigation of both routine and non-routine problems. Their progress through Junior School sees them extend their skills in estimating and more routinely making appropriate judgements of the reasonableness of solutions. The range of mental computation strategies with a particular emphasis on multiplication and division is extended over these years and secure written methods for addition and subtraction are used with increasing consistency. Appropriate and consistent mathematical language is used to explain and justify thinking.





# Science

In the Junior School, students consolidate their understanding of the process of scientific inquiry. They question why things are as they are and carry out investigations to explore some of these questions. They begin to appreciate more deeply the place and methods of science and scientists in our world. They consider relevant ethical issues and explore the impact of human activity on the environment. Thinking is based on a broadening base of scientific knowledge. Students collaborate to design and carry out investigations. They gain an appreciation of the idea of fair testing and the need to modify their methods accordingly. They make logical predictions about what might happen and give reasons for their thinking.

Students organise and draw conclusions from their data and recognise that different interpretations of data are possible. They recognise possible sources of bias in data and the need to check and repeat observations. They understand that information can be presented in ways that may influence others' thinking. With support, they record and present data in formal ways. They use a wide range of presentation methods to more clearly communicate their observations, results, ideas and conclusions.

In Year 3 Science topics focus on the movement of the Earth, materials and the behaviour of heat. The students also identify the characteristics of living things and distinguish them from non-living things.

In Year 4 students investigate the properties of materials and how objects and materials can be used. They describe contact and non-contact forces and consider how natural processes and human activity change the Earth's surface. They look at life cycles and factors impacting the survival of living things.

Science in Year 5 focuses on how substances are classified by their observable properties and behaviours. Students study light and the key features of the solar system. They look at the relationship between the form and function of living things.

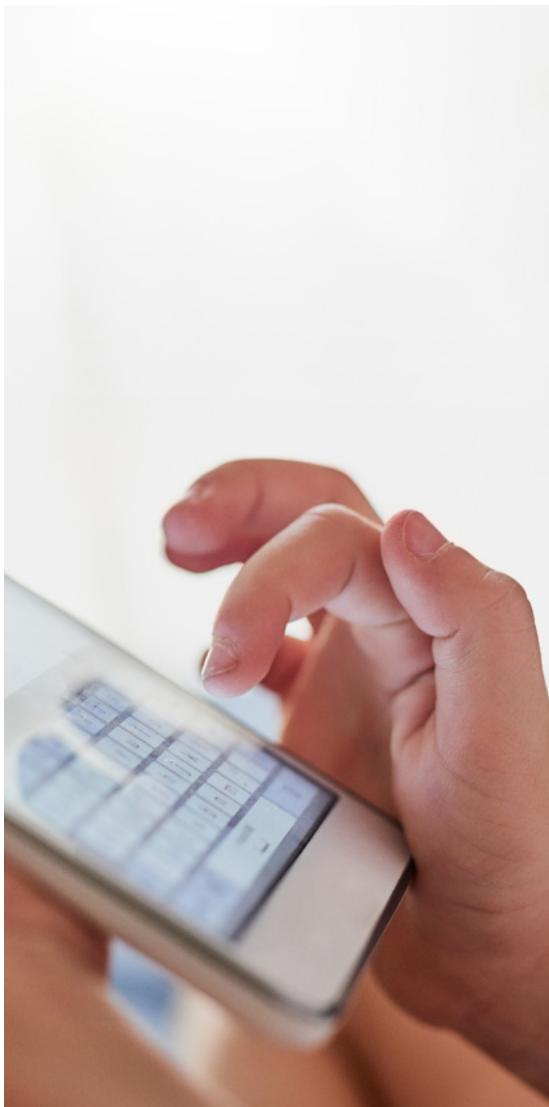


# Digital Technologies

The Hutchins School Digital Technologies Scope and Sequence Prep to Year 5 document has been written to scaffold teaching and learning in this area in order to meet the Achievement Standards described in the Australian Curriculum.

The students' awareness and understanding of Digital Technologies are purposefully developed through integrated learning across the curriculum as well as in learning sequences developed specifically to address digital technologies outcomes.

A focus on online safety and citizenship is a key component of the digital technologies curriculum in Junior School, with strong links to the Social and Emotional curriculum.



# The Stephens Library

The Stephens Library is a warm and inviting space that is located in the Junior School. This library caters for students and staff in the Junior School and Middle School.

## Opening hours

**Monday to Friday** 8.00am–4.00pm  
(including recess and lunchtimes)

## Library staff

- Miss Anna Davidson, Teacher Librarian
- Mrs Gaye McEwan, Library Technician (Tuesday, Thursday)
- Mrs Michelle Davies, Library Technician (Monday, Wednesday, Friday)

The primary purpose of the Stephens Library is to promote a positive reading culture, with a high emphasis on reading for pleasure. The library also supports the curriculum needs of the Junior School through the provision of quality print and digital information resources. The Teacher Librarian works closely with classroom teachers to support the literacy and inquiry program.

All students in Pre-Kindergarten to Year 5 have a weekly library lesson that focuses on exposing students to a variety of fiction genres, exploring different types of information texts and supporting the development of strong personal reading identities. A portion of each weekly lesson is dedicated to browsing, borrowing and reading.

Students in Years 3–5 participate in Book Chat, a book club style program that exposes students to a wide range of genres and authors and provides students with skills to discuss texts with their peers. Students read and discuss one book per term as part of this program.





The library has a dynamic and contemporary collection of print resources that are organised into genres to support students in identifying and exploring their own reading interests. Students, staff and families have access to three digital databases of Story Box Library for video storytelling, Overdrive and Wheelers for ebooks and audiobooks. Students are regularly invited to make book purchase suggestions, helping to maintain a relevant and contemporary range of reading materials aligned with student interests.

The Stephens Library is a vibrant place during break times in the School day. Games and activities such as chess, Lego, marble runs, board and card games are available for student use during these times.

Parents/carers are encouraged to bring their children into the library before and after school to enjoy the space, share stories and play games.

The library celebrates many national and international events throughout the year; some examples include CBCA Book Week, Indigenous Literacy Day, Science Week and NAIDOC Week. In March 2024, we are looking forward to celebrating Tasmania Reads, a celebration of reading and storytelling in Tasmania. The library regularly hosts visits from authors and illustrators.



## Centre for Excellence

The Centre for Excellence staff work in partnership with classroom teachers to implement the individual learning plans essential for students with specific and identified needs. They use a wide range of support programs and strategies that recognise the different requirements of students from across all year levels of the School. These programs include learning support, consolidation, gifted and talented programs, enrichment and extension. The Centre also co-ordinates diagnostic assessments on a needs basis.

To achieve the best possible educational outcomes for students, the Centre provides:

- literacy and/or numeracy support in small class options;
- nurturing and encouragement of the development of students' social and emotional skills;
- support for students and teachers in the classroom;
- support for parents/carers;
- liaison with specialists; and
- information designed to help teachers in the provision of appropriately differentiated programs.

# Learning with ICT

## Information and Communications Technology (ICT)

Technology (ICT) in the Junior School is guided by the School's Strategic Plan where 'ICT is the enabler' and it is underpinned also by the national school education goals:

- Students will leave school as 'confident, creative and productive users of new technologies, including ICT and understand the impact of those technologies on society'.
- Schools will seek to integrate ICT into their operations, to improve student learning, to offer flexible learning opportunities and to improve the efficiency of their business practices.

Hutchins is a 'school of the future' in its use of 21st century tools and e-learning strategies to engage and empower all students, staff and its wider community to deliver its strategic initiatives.

In the Junior School, all classrooms from Pre-Kindergarten to Year 5 are equipped with screens to support the delivery of curriculum and learning in the classroom.

In Pre-Kindergarten and Kindergarten the students access class sets of iPads with age and stage appropriate apps to enrich learning experiences and to begin to explore skills and knowledge in the area of digital technologies. In Prep to Year 5 students are provided with a dedicated iPad which is used as an educational tool. These iPads are kept at school. Various apps are used to enhance and complement learning experiences and to continue the development of their skills and understanding of digital technologies.

Digital portfolios and continuous online feedback are provided using the online platform Seesaw. Through the Seesaw app, boys actively contribute to their digital portfolios and teachers provide regular formative assessment for both the students and parents/carers.

Digital citizenship and cyber safety skills are taught explicitly with all learners to understand the responsibilities and choices associated with respectful technology usage. Children accept an age-appropriate user agreement designed to outline expectations.



# SPECIALIST PROGRAMS

A photograph showing a group of students in a classroom setting, focused on playing string instruments like violins and cellos. The students are wearing school uniforms, and the background is slightly blurred, creating a sense of depth.

# Specialist programs for Pre-Kindergarten to Year 5

Programs in specialist subject areas are reviewed and developed in line with the relevant Australian Curriculum documents. All programs draw from high quality curriculum resources – state, national and international.

## ART

### (Pre-Kindergarten to Year 5)

Art makes an essential contribution to the students' overall education. Through art the students learn to make their thinking visible. Students learn to generate artistic ideas through a variety of media and techniques. They respond to their own and others' visual art and design works. They learn that works of art, artists and designers have a place in the community and that works of art can tell cultural narratives about their own and other cultures. They learn to take risks in their making of art and design work and to work in safe and sustainable ways. Art in the early years is part of HASS and Science and occurs in the classroom. In Years 3–5 Art is conducted by a specialist teacher in the Art Room.







## **FRENCH AND CHINESE (MANDARIN)**

**(Kindergarten to Year 5)**

Students from Kindergarten to Year 2 learn Chinese and students from Year 3 learn French. In Year 5 students learn both French and Chinese. Both languages are taught by specialist language teachers. The emphasis is on verbal communication skills, self confidence when speaking in a foreign language and enjoyment. Students develop their knowledge of vocabulary and grammar, and are encouraged to enhance their fluency by participation in activities such as plays and songs. The learning of both French and Chinese is integrated with learning about the culture of the associated country.

## **HEALTH AND PHYSICAL EDUCATION**

**(Pre-Kindergarten to Year 5)**

All students participate in Physical Education lessons conducted by specialist teachers. New skills and concepts are introduced at each year level in combination with the development and refinement of those learnt previously. Students experience, perform and discuss a wide range of physical activities and are encouraged to make physical activity and fitness a part of daily life. The Physical Education program encompasses activities which foster the development of motor skill development, fitness, teamwork and leadership. Activities include the Perceptual Motor Program (Pre-Kindergarten to Year 1), athletics, basketball, cricket, cross country running, football, skipping and a variety of minor games. A Swimming and Water Safety Program for all students from Prep to Year 5 is also included as part of this subject.

A focus on the explicit teaching of Health topics begins in Year 3. In the early years, health outcomes are addressed through Wellbeing, classroom management and a variety of special focus events. Fire Safety Education, Electrical Safety program, the Growing Up Program, and special focus events continue to complement Health in Years 3–5.

## MUSIC

### (Pre-Kindergarten to Year 5)

Specialist Music teachers conduct our Music programs. From Pre-Kindergarten to Year 2, students engage imaginatively in music-making by creating and responding to music. By using a Kodaly based music program incorporating voice, body, instruments and other sound sources, students experiment and learn about musical ideas. Students begin to explore the use of symbols to record music and to learn simple conventional music notation. They develop an appreciation of known musical works and engage confidently in singing and playing, individually and in groups, to a range of audiences.

In Years 3–5 students continue to develop their skills and understandings to engage knowledgeably in music as both music makers and audience members. They compose, arrange and improvise musical works for a variety of purposes. Students sing and play instruments to bring to life their own and others' musical ideas, responding critically using various musical concepts.

In Year 3 students have the opportunity to learn violin or cello. A study of strings continues in Years 4–5 (with an option of viola or double bass), together with the option to play a woodwind, brass or percussion instrument.

When students achieve sufficient proficiency to play in an ensemble; the Junior School Orchestra, Junior School Chamber Group and the Junior School Band provide this opportunity as an after-school activity.





## OUTDOOR EDUCATION AND CAMP PROGRAM

(Years 2–5)

The Outdoor Education learning area provides whole-school sequential and inclusive adventure-based challenges to facilitate personal growth and develop a sense of community engagement. Outdoor Education employs experiential learning which allows young men to develop their resilience, relationships, leadership capabilities and a spirit of adventure.

Having been immersed in experiences in the natural world both locally, nationally and globally, the students will become empathetic to their environments and the care of it. They will develop a heightened capacity to reflect on the world and their place in it, communicate ideas, develop new skills and knowledge, and have an understanding of appropriate risk taking and the management of risks.

The Junior School camp experiences start in Year 2 with an orientation day to our camp facility at Southport. Outdoor Education experiences extend through the Junior School with annual camps. Groups visit locations such as Orford, Mt Field and Southport. The program complements and enhances the learning experiences that take place in the classroom and is an integral part of the School curriculum.

For students, camp is wrapped up with the excitement of being away from home and the thrill of new adventures in a safe and supportive environment. For teachers, it is a chance to learn more about their students by seeing them operating and developing in a different context and environment. Through controlled experiences the students are encouraged to extend the limits of their own comfort zones, to take responsible risks and to enjoy learning in settings which are far removed from the ‘safety’ of the classroom.

The Outdoor Education program gives students the opportunity to grow by being away from home with their peers; to appreciate the different abilities of each other in different settings; to test their self-confidence in supportive settings; and to contribute to and benefit from being part of a team. It enables students to learn to accept and even welcome challenge. This may be physical or it may be social. It may be emotional or even spiritual as being in a natural environment does give some students a real sense of something bigger than themselves.

Whatever the challenge, the Outdoor Education program is an integral part of the process of furthering our students along the path to developing good character and independence and developing an appreciation of and care for the natural environment.



## **RELIGIOUS AND VALUES EDUCATION (RAVE)**

**(Pre-Kindergarten to Year 5)**

Students from Kindergarten to Year 5 participate in RAVE once a week with the Chaplain. Through story, dramatic presentations and opportunities to reflect and respond through writing, artwork and prayer, the students learn about the Christian faith in which the School is grounded. Through discussion and reflection, they are encouraged to develop a sound values base for their actions and decisions in real life situations.

## **SPORT**

**(Years 2–5)**

The Junior School Sport program is designed to give all students from Years 2–5 an experience of a variety of competitive sports and recreational activities. Through participation in these activities students learn the value of team play, comradeship, sportsmanship whilst developing the various skills specific to their chosen sport.

The activities offered include:

- Soccer
- Hockey
- Australian Rules Football
- Basketball
- Cricket
- Tennis
- T-ball
- Table Tennis
- Bushwalking
- Rock Climbing

Students from Years 3–5 enjoy one extended Sport session a week. Year 2 students participate in these sessions during the winter sports season.

## **SOCIAL AND EMOTIONAL LEARNING (SEL)**

**(Pre-Kindergarten to Year 5)**

The Junior School Social and Emotional Learning program has been created to foster resilience in children and young people.

Aligning to the personal and social capabilities in the Australian Curriculum our SEL program has been designed to develop students' self-awareness and management; and social-awareness and management. It focuses on teaching coping skills to help children and young people respond positively to the complexity of their everyday lives - to have resilience after experiencing sadness, difficulties, hard times and frustrations.



# GETTING ADVICE

# Contacts

## Junior School Reception

Mrs Natassia Smith, Junior School  
Receptionist and Administrative Assistant  
T 6221 4269 (8.00am–4.00pm)  
[natassia.smith@hutchins.tas.edu.au](mailto:natassia.smith@hutchins.tas.edu.au)

## Head of Junior School

Mr Stephen Coventry  
T 6221 4237  
[stephen.coventry@hutchins.tas.edu.au](mailto:stephen.coventry@hutchins.tas.edu.au)

## Deputy Head of Junior School – Wellbeing

Mrs Emma Nuttall  
T 6221 4304  
[emma.nuttall@hutchins.tas.edu.au](mailto:emma.nuttall@hutchins.tas.edu.au)

## Executive Assistant

to the Head of Junior School  
Mrs Kate Woods  
T 6221 4335  
[kate.woods@hutchins.tas.edu.au](mailto:kate.woods@hutchins.tas.edu.au)

## School holidays

If you have an enquiry during school  
holidays, please contact Senior School  
Reception on 6221 4200 (8.00am–4.00pm).

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All staff listed on the following pages  
can be contacted by email at  
[firstname.lastname@hutchins.tas.edu.au](mailto:firstname.lastname@hutchins.tas.edu.au)  
or by phoning the Junior School Reception.



<b>ROLE</b>	<b>STAFF NAME</b>
<b>Deputy Head of Junior School – Teaching and Learning</b>	Mrs Cath Hogan
<b>Director of Kindergarten and Children’s Services</b>	Ms Naomi Pritchard-Tiller
<b>ELC Sports Co-ordinator</b>	Mrs Ellie Thurlow
<b>Head of Junior Years Sport (Prep to Year 5)</b>	Mr Greg Rowlings
<b>School Counsellor</b>	Mr Shane McAloon
<b>Teacher Librarian</b>	Miss Anna Davidson
<b>Library Technician</b>	Mrs Gaye McEwan and Mrs Michelle Davies
<b>Art Teacher</b>	Mrs Rebecca Terry
<b>Chinese Teacher</b>	Ms Doreen Liang
<b>French Teacher</b>	Mr Jean-Yves Theron
<b>Head of Music</b>	Mr Greg Stanton
<b>Music Teachers</b>	Mrs Anna Maguire and Mr Gregory Stanton
<b>ELC Sport Teacher</b>	Mrs Ellie Thurlow
<b>EALD Teachers</b>	Mr Dean Eddington and Mrs Jane Kabalan
<b>Centre for Excellence Teachers</b>	Miss Kristy Baker, Miss Samantha Judd, Ms Joanne French, Mrs Em Dorney, Mrs Kate Berry, Mrs Ella King, Mrs Phillipa Calvert, Mrs Alice Harris.
<b>Chaplain and RAVE (Religious and Values Education) Teacher</b>	Rev Mark Holland
<b>Pre-Kindergarten and Kindergarten Educators/Teacher Assistants</b>	Mrs Jacqui Wills, Mrs Karen Donohoe, Miss Samantha Clark, Miss Grace Wickham, Mr Liam Stoddart
<b>Teacher Assistants (Prep to Year 2)</b>	Mrs Kylie Browne, Mrs Melissa Smith, Miss Zoe Clark, Mrs Megan Watson Thonrbury and Miss Annie Thurlow
<b>Outside School Hours Care</b>	Miss Louise Kaden and Miss Densey McInerney

Below are the classroom staffing allocations for 2024.

YEAR GROUP	CLASS TEACHER
Pre Kinder MW	Mr Scott Marriott and Mrs Kylie White
Pre-Kindergarten F	Miss Kate Foster
Kindergarten S	Mrs Melissa Schramm and Ms Naomi Pritchard
Kindergarten T	Mrs Pamela Tonelli-Pirie and Mrs Ella King
Prep B	Mrs Maria Blight
Prep D	Mrs Stella Daglas
Year 1S	Mrs Terri Stokes and Mrs Rebecca Terry
Year 1J	Mrs Emma Jacobson
Year 2A	Miss Anna Clark
Year 2S	Miss Sophie Cleaver
Year 3C	Mrs Emma Crawford
Year 3R	Mr Paul Robinson
Year 3WE	Miss India Watchorn and Mr Dean Eddington
Year 4B	Ms Erin Barnes
Year 4G	Mrs Charlene Gordon
Year 4M	Mrs Caroline McCreary
Year 5AB	Miss Kaitlyn Atkins and Miss Amanda Berry
Year 5S	Mr Mark Stewart
Year 5T	Mr Edwards Thompson



# THE PRE-KINDERGARTEN TO YEAR 12 LEARNING PATHWAY

# The Pre-Kindergarten to Year 12 Learning Pathway

## JUNIOR SCHOOL

### Pre-Kindergarten

Fine motor control skills  
Health and Wellbeing  
Integrated Studies  
Library  
Literacy  
Music  
Numeracy  
Physical Education  
Religious and Values Education (RAVE)

### Kindergarten

Chinese  
Fine motor control skills  
Health and Wellbeing  
Integrated Studies  
Library  
Literacy  
Music  
Numeracy  
Physical Education  
Religious and Values Education (RAVE)

### Prep

Art (integrated in HASS/Science)  
Digital Technologies  
Chinese  
English  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Library  
Mathematics  
Music  
Physical Education

Religious and Values Education (RAVE)  
Science  
Social and Emotional Learning (SEL)

### Year 1

Art (integrated in HASS/Science)  
Chinese  
Digital Technologies  
English  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Library  
Mathematics  
Music  
Physical Education  
Religious and Values Education (RAVE)  
Science  
Social and Emotional Learning (SEL)

### Year 2

Adventure Experience  
Art (integrated in HASS/Science)  
Chinese  
Digital Technologies  
English  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Library  
Mathematics  
Music  
Physical Education  
Religious and Values Education (RAVE)  
Science  
Social and Emotional Learning (SEL)



## **Year 3**

Adventure Camp  
Art  
Digital Technologies  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Library  
Mathematics  
Music  
Religious and Values Education (RAVE)  
Science  
Social and Emotional Learning (SEL)

## **Year 4**

Adventure Camp  
Art  
Digital Technologies  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Library  
Mathematics  
Music  
Religious and Values Education (RAVE)  
Science  
Social and Emotional Learning (SEL)

## **Year 5**

Adventure Camp  
Art  
Digital Technologies  
Chinese  
English  
French  
Health and Physical Education  
Humanities and Social Sciences (HASS)  
Library  
Mathematics  
Music  
Religious and Values Education (RAVE)  
Science  
Social and Emotional Learning (SEL)

# The Pre-Kindergarten to Year 12 Learning Pathway

## MIDDLE SCHOOL

### Years 6 and 7

Art  
Chinese  
Design and Technology  
Digital Technologies  
Drama  
English  
English as an Additional Language or Dialect  
French  
Humanities and Social Sciences (HaSS)  
Health and Physical Education  
Literacy Support  
Mathematics  
Music  
Outdoor Education – Adventure Camp  
Religious and Values Education (RAVE)  
Science

### Elective subjects

CAD-CAM Design and Digital Fabrication  
Challenge Plus  
Computer Graphics and Design  
Housing and Design  
Computer Science  
Design in Wood  
Drama Making  
Drama Production  
Ethical Dilemmas  
Film and Animation  
Food Studies  
Literacy Support  
Metal Engineering  
Music Performance  
Music Technology  
Robotics and Automation Systems  
Science Extension  
Studio in 2-Dimensional Art  
Studio in 3-Dimensional Art

### Year 8

#### Compulsory subjects

Adventurous Expedition  
Digital Technologies  
English  
Geography  
Health and Physical Education  
History  
Mathematics  
Modern Languages (Chinese or French or English  
as an Additional Language or Dialect)  
Science  
Religious Studies



# The Pre-Kindergarten to Year 12 Learning Pathway

## SENIOR SCHOOL

### Year 9

#### Challenges

- Global Challenge
- Port Davey Challenge
- Central Australia Aboriginal Cultural Challenge
- Island Challenge
- Tasmanian Aboriginal Culture Challenge

#### Compulsory subjects

- Building Connections
- English
- Health and Wellbeing
- History and Religious Studies
- Mathematics
- Science

#### Elective subjects

- Athlete Performance
- Chinese
- Designer Maker
- Drama Technique
- English as an Additional Language or Dialect Support
- Film Making
- Financial Literacy
- French
- Game Making
- Music
- Philosophy
- Visual Arts and Media
- Year 9 Academic Support

### Year 10

#### Compulsory subjects

- English
- Health and Physical Education
- History and Religious Studies
- Mathematics
- Science

#### Elective subjects

- Academic Support
- Australian Business and Enterprise in a Global Context
- CAD/CAM and Digital Fabrication
- Chinese
- Coaching Development
- Criminal Minds
- Digital Technologies
- Drama
- English as an Additional Language or Dialect Support
- French
- Marine Studies
- Mathematics Extension 10A
- Media Production Foundations
- Music Pathways Projects
- On Being Human (Psychology, Sociology, Philosophy)
- Outdoor Education
- Sport Science
- STEM10
- Studio Art
- The Geography of Now
- Workshop Techniques

# The Pre-Kindergarten to Year 12 Learning Pathway

## SENIOR SCHOOL

### Years 11 and 12

Academic Support

Accounting <sup>PT</sup>

Agricultural Enterprise

Art Studio Practice <sup>PT</sup>

Australia in Asia and the Pacific <sup>PT</sup>

Biology <sup>PT</sup>

Business Studies<sup>PT</sup>

Certificate III Aviation (Remote Pilot)

Certificate III in Fitness

Certificate I in Maritime Operations

Certificate II in Workplace Skills

Chemistry <sup>PT</sup>

Chinese

Chinese <sup>PT</sup>

Chinese (Background Speakers) <sup>PT</sup>

Community Service Learning

Community Sport and Recreation

Computer Graphics and Design

Computer Graphics and Design <sup>PT</sup>

Computer Science <sup>PT</sup>

Construction Industry Skill Set

Contemporary Music and Songwriting

Dance

Dance Choreography and Performance <sup>PT</sup>

Data Science and Digital Technologies <sup>PT</sup>

Design and Production (Metal)

Design and Production (Wood)

Digital Technologies

Drama Foundation

Drama <sup>PT</sup>

Duke of Edinburgh's International Award

Economics <sup>PT</sup>

Engineering Design

English as an Additional Language or Dialect

English as an Additional Language or Dialect <sup>PT</sup>

English <sup>PT</sup>

English Foundations

English Inquiry

English Literature <sup>PT</sup>

English Studio <sup>PT</sup>

Environmental Science <sup>PT</sup>

Espresso Essentials

Essential Mathematics Workplace

Food, Cooking and Nutrition

Food and Nutrition <sup>PT</sup>

First Nations Studies <sup>PT</sup>

French

French <sup>PT</sup>

General Mathematics Foundation

General Mathematics <sup>PT</sup>

Geography <sup>PT</sup>

Health Studies <sup>PT</sup>

Housing and Design <sup>PT</sup>

Latin <sup>PT\*</sup>

Legal Studies <sup>PT</sup>

Mathematics Methods Foundation <sup>PT</sup>

Mathematics Methods <sup>PT</sup>

Mathematics Specialised <sup>PT</sup>

Media Production Foundations

Media Production <sup>PT</sup>

Modern History <sup>PT</sup>



Music <sup>PT</sup>	* Students wishing to study these languages need to speak to the Director of Teaching and Learning
Outdoor Leadership <sup>PT</sup>	
Pathways to Work	
Philosophy <sup>PT</sup>	
Physical Sciences Foundation	
Physical Sciences <sup>PT</sup>	
Physics <sup>PT</sup>	
Provide First Aid and Cardiopulmonary Resuscitation	
Provide Responsible Service of Alcohol	
Psychology <sup>PT</sup>	
School-Based Apprenticeship and Traineeship	
Senior School Outdoor Adventure Camps	
Sociology <sup>PT</sup>	
Sport Science <sup>PT</sup>	
Studies of Religion <sup>PT</sup>	
Technical Theatre Production	
Theatre Performance <sup>PT</sup>	
UTAS Asian Studies <sup>PT</sup>	
UTAS Foundation Practical Study <sup>PT</sup>	
UTAS High Achiever Program (HAP)	
UTAS Music Technology Projects <sup>PT</sup>	
UTAS Object Design	
Vietnamese <sup>PT*</sup>	
Visual Art <sup>PT</sup>	
Working With Children	
Work Safely in the Construction Industry (White Card)	
	PT Pre-tertiary subjects are accredited for university entrance



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