

**HUTCHINS**

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THE HUTCHINS SCHOOL MAGAZINE Number 99 – JUNE 2014

# MAGENTA and BLACK

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- Celebrating inspirational teachers and leaders
- Will Hodgman – Hutchins' leading man
- Special feature from The Very Rev'd Richard Humphrey.





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# How many great teachers can you remember?

WARWICK DEAN, HEADMASTER

I distinctly remember being in Year 7 and struggling with a topic in Mathematics. I had moved from another country and there were holes in my Mathematics learning. It was an uncomfortable time but one eventually made easier and, in terms of Mathematics, eventually more successful because of my teacher, Mr Hill.

My reason for sharing these mathematical recollections and the name of the teacher whom I fondly recall as very patient, helpful and motivating is that in essence I believe it is teachers like Mr Hill that have a most significant and lasting effect on student learning outcomes.

It is well established by a large body of research that there are numerous factors that can come into play as having a direct effect on the success or otherwise of student learning outcomes. Such factors as individual student learning dispositions; student capacity to use multiple intelligences in the learning process; the 'cultural capital' of a society or sub-group and how it values education per se; parental attitudes, expectations and education, and education resources and facilities designed to enhance and support teaching and learning are but a few of the significant influences on education outcomes for boys and girls.

However I believe one of the most profound influences on successful student education outcomes is the teacher. He or she has the capacity to 'light the fire in the belly and the mind of students', to develop an interest, a reason, a passion, an inspiration for learning and to continue learning. It is the teachers who are the points of relational interface between the student and the learning that takes place. It is the positive personal and relational aspect of education that supports giving meaning to active learning,

enjoyment of learning and a thirst for learning both in the classroom and beyond the classroom at camps, on sports fields and in the wider community.

At Hutchins I am inspired daily by the people with whom I work. Our teachers are highly qualified and are committed to developing and sustaining strong relationships with our students. I believe there may be evidence of this as students among themselves and undoubtedly at home discuss from an early time in each year their opinions about how well their teachers teach – we call this skill 'pedagogy' – and they will share those opinions widely and as boys do, with frank honesty. From the boys I hear much in praise of our teachers.

While the environment and facilities at The Hutchins School are exceptional, and while our excellent academic record speaks for itself, I believe that our fine reputation has emerged because of who our students become. This is the consequence of the work of many teachers and the influences they have on our boys.

Our families say we have a strong sense of community and provide an all-round, balanced education that includes striving for academic, cultural and sporting excellence while taking care to ensure the social, emotional and spiritual aspects of our students' lives are catered for. We are determined that our students will leave us with an education relevant to the workforce of the 21st century and that is the responsibility of the community of The Hutchins School but in particular a very praiseworthy teaching and support staff.

BEING A GLOBAL CITIZEN MEANS:

Being **aware** of our **wider world** and how it works.

Seeing **ourselves** as **citizens** of this wider world.

**Valuing** and **respecting** differences.

Taking **responsibility** for our **actions**.

g to make our  
a **fairer, more**  
**eful and more**  
**ble place.**



# Hutchins Pursuit of Global Excellence

ALAN JONES, DEPUTY HEADMASTER

## WHY CIS FOR HUTCHINS?

Schools from around the world undertake membership and accreditation for a variety of reasons. At Hutchins we are undertaking this journey because:

- we have a moral obligation to our students to provide them with an internationally-minded education,
- we want to equip our students with the ability to be able to compete on the international stage no matter where they may reside,

- we want to improve our performance as an educational community by undergoing evaluation on 37 benchmarked standards by an international external body, and
- we wish to benchmark ourselves with other world-class international schools.

## GUIDING STATEMENTS

After much input and discussion our Guiding Statements have been confirmed by both the School Executive and the School Board. Under CIS direction these are to remain a dynamic document and must be reviewed annually.



## SELF-STUDY ONLINE SURVEY

As part of the self-study phase the School has undertaken an external online survey to “determine its strengths and areas for improvement”. Students, staff, Board members and parents were surveyed. The results of the survey have been collated, analysed and then used by the sub-committees to inform the ratings whilst addressing the standards. The feedback from our community was most informative and has set our thinking and planning strategically.

## INTERNATIONALLY-MINDED / GLOBAL CITIZEN

As we work towards accreditation it has become apparent that there is a need to establish a new sub-committee to explore what it means to be internationally-minded. The committee will investigate the international standards of what it means to be a global citizen, audit what skills our students require and to what extent we direct our educational offerings towards establishing, Global Citizens.

**Definition:** The Hutchins School community is committed to being internationally-minded by understanding and embracing diversity in all its forms and by respecting and celebrating this diversity in order to foster a peaceful, just and sustainable world.

## SELF-STUDY

As part of concluding the self-study phase we have to assess what we are doing well and which areas require improvement. Once we have data-driven evidence on what we are doing well we can celebrate these components of our educational offerings as being high performance. Areas for improvement will require an action plan detailing who, how and when for task completion. The basis of this will be the foundation of our next five year CIS cycle and indeed our next Strategic Plan.



## SUMMARY

The whole school community move towards CIS has been highly successful. It has unified our educational commitment and has established an affirming growth in our performance. On 20 September 2014 we will welcome the Accreditation Team which will be comprised of twelve world-class, international educators who will be able to advise us of best practice and guide us as we advance on our course of continuous self-improvement.

**If you would like further information on CIS please visit [www.cois.org](http://www.cois.org)**



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OUR VISION  
Hutchins provides an **inspirational education** where each boy strives to achieve his **personal best** and is willing to **serve his community** as an **informed and active citizen**, locally, nationally and globally.

OUR MISSION  
Hutchins is an Anglican School whose supportive, learning community works together to build character of boys.



# It's about IMPROVING not PROVING

WAYNE BROWN, DIRECTOR OF STAFF PERFORMANCE

Setting our *own* Performance Agenda. The use of the *Australian Professional Standards for Teachers* to drive Teacher Performance. It's about *IMPROVING* not *PROVING*.

The central importance of teacher quality in driving student outcomes is supported by multiple research findings (Hay Group 2012). Jenson (2011), states that an appraisal and feedback system offers huge benefits for the provision of constructive feedback and development opportunities to teachers and school leaders. Teachers share a significant responsibility in preparing young people to lead successful and productive lives. *The Australian Professional Standards for Teachers* reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on student outcomes.

*The Australian Teacher Performance and Development Framework* calls for the creation of a performance and development culture in all Australian schools characterised through collaborative learning communities. This provides opportunities for teachers and support staff to critically reflect on their own practice through self-reflection, coaching and feedback leading to targeted professional and personal development.

The Hutchins School is committed to the professional and personal development of its staff. As a leading school we value the development of staff to be active and lifelong learners that can apply action research and evidence based practice to enhance their performance. To this end The Hutchins School has devised a staff performance and professional development program around the *Australian Professional Standards for Teachers* and co-coaching concepts which were piloted in 2013. Its success is supported by an in-house designed and online self-reflection tool. The tool builds upon the *Australian Professional Standards for Teachers*, peer coaching, goal setting and access to a high level of professional learning. A blog curating professional



learning experiences and activities provides staff with the latest resources and opportunities to share and further develop as educators. Resources scaffold staff professional learning, challenge thinking on important educational debates and provide informative reflections on PD experiences or current trends in education and in particular boys' education. This year it is in full implementation.

Professional development and staff performance at The Hutchins School enables teaching and support staff to know what is expected of them, receive frequent and useful feedback and have access to high quality support to improve their practice. The process is authentic and transparent and assists in the development of all staff and their performance. The School aims to promote genuine conversations that highlight a comprehensive and effective approach to performance and professional development that are appropriate to staff roles and experience. This will have an emphasis on:

- Self
- Performance of others
- Impact on the organisation

Leadership, systems structures and resources are appropriately allocated and supported. At Hutchins we see all staff as people and as participants engaged in their learning and future. They will have access to continuous training and knowledge development to create a nurturing and supportive culture which promotes innovation and achievement.

Hay Group (2012) Growing our Potential – Hay Group's view on implementing an effective performance improvement and development framework for teacher. Jensen, B. (2011) Better teacher appraisal and feedback: Improving performance. Grattan Institute.



Liz Berwick with Year 3 students Andreas Tsiakis and Luke Healy.

# The Creation of Teachers

JENNY MANTHEY, HEAD OF EARLY LEARNING CENTRE AND JUNIOR SCHOOL

“Each day, teachers come to school ready to tackle a job that is critically important, extraordinarily complex, often joyful, and, at times, heartbreaking. **In essence, teachers help others to become their best selves** and I can think of no more important work.” (Arne Duncan 2013 - U.S. Secretary of Education.)

Why do teachers choose teaching as a profession? If you asked any of our Early Learning Centre (ELC) and Junior School (JS) teachers they would probably say it is because they love children, value learning and want to make a difference. How are we perceived by our students though? How do we inspire them to be their best? The other day I asked the Year 5 and 6 students to briefly reflect on who and what inspired them during their time at Hutchins. I collected numerous heart-warming responses and following is just a small sample of these but it does provide a snapshot of how our teachers inspire our boys.

## ETHAN TAYLOR YEAR 6B

Mrs Knight has inspired me by doing her best to help me fulfil my dreams. She may not know much about computer programming or computers but she was always able to find new opportunities for me. 60% of my programming skills came from the opportunities that she found for me. She would be just as happy to do the same for everyone else and not just for me. She is strict but kind and she is one of my favourite teachers. My programming skills wouldn't have improved without her input.

## HENRY ODDIE YEAR 5M

Mrs McCreary inspired me to keep working on what I could do best and practise the things that I am not good at. I was really focused on Wakakirri because I wasn't good at dancing and every time some people got parts wrong she told me to stay calm and just worry about what I was doing and I got it right!

## IZAC GRANTHAM YEAR 6L BEN BOMAN YEAR 5M

Mr Palfreyman is funny and is easily amused. He is interested about your work and motivates you. He helped me when I was stuck on a question and explained it really well so that I was able to understand it instead of just saying "Figure it out."

## NICK KUZIS YEAR 6L ALEX RANKIN YEAR 6L

Mrs Terry because she is always helping people who need help and is never negative. She inspires everyone to do their best and always compliments you on your work. She helps you when you are struggling and she believed in me and never gave up on me. She believes that everyone can paint and draw.

## ZAC PHAIR YEAR 5S

Mrs Smith inspired me to be a better learner by her kindly approach and care. She is also very good at explaining clearly which makes it a lot easier to learn. She also tells you when you have done something wrong so that you can learn from your mistakes.

## JACK CAMPBELL YEAR 6H

Mr Hammond is an absolutely BRILLIANT TEACHER. He inspired me to take more interest in Maths and Sport. He inspired me by turning them into huge fun games and he is just an absolutely HILARIOUS teacher. His jokes and funny actions are classic hilarity! When he writes funny stuff on the board it is very funny!

## ALISTER BRADLEY YEAR 5M

Mr Marriott: When I was in trouble and I could not get any words out because I held in a cry Mr Marriott said "It is okay just take your time. It will be alright just tell me what happened."

## LEWIS TRAILL YEAR 6B

Mrs Burkhart has inspired me. She is kind and is always ready to lend a hand but doesn't take 'no' for an answer. She has inspired me to always do my best and to try new things. I have learnt tons of new things and have learnt never to back down. I have learnt to speak better in public and be a better

leader. Before I didn't even want to stand up in front of a small class to do a presentation but now I am reading in front of the whole school! I love it! I have changed for the better because of her.

## JAMES FULTON YEAR 6B

I was inspired by Mrs Bamford. She always helped me. She would make me laugh when I was sad and she would make me happy if I was disappointed. All up she was funny, happy, cheerful and always AWESOME! I had her for 2 years in a row. Lucky me!

These insights highlight some of the qualities of our ELC and JS teachers and the special relationships that they have developed in their classrooms. These qualities are also captured in the following reflection.



Simon Moore with Year 4 students Will Hale, Jesse Wright-Burbury, Hilton Voss and Edward Broadby.

## "The Creation of Teachers"

AUTHOR UNKNOWN

While the Good Lord was creating teachers, he was into his sixth day of 'overtime' when the angel appeared and said "You are doing a lot of fiddling around with this one." And the Lord said, "Have you read the specifications for this order?" A teacher has to stand above all their students, yet be on their level, be able to do 180 other administrative tasks not connected with the subjects they teach such as: collecting monies or lost property, handing out notices, fundraising, first aid, coaching teams and dealing with a morass of compliance and health and safety issues. A teacher must communicate vital knowledge to students daily and have a smile that can endure. As well as having at least six pairs of hands.



Pip Hale and Will Terry.

The angel shook her head slowly and said, "Six pairs of hands, not possible." "It is not the hands that are causing me problems," said the Lord. "It is the three pairs of eyes that teachers have to have."

"Is that on the standard model?" asked the angel.

The Lord nodded. "One pair that can see a student for what he is and not what society has labelled him. Another pair must be in the back of their head, to see what they shouldn't but what they have to know. Of course the ones here in front can look at a child when he has made a mistake and reflect, "I still believe in you."

"Lord," said the angel, touching his sleeve gently.

"Come to bed, tomorrow....."

"I cannot", said the Lord. "I am so close to creating something so close to myself. Already I have one who comes to work when they are too sick, can still teach a class when they don't want to learn or are misbehaving and loves hundreds of children that are not their own."

The angel circled the model of the teacher very slowly. "It is too soft," she sighed.

"But tough," said the Lord excitedly. "You cannot imagine what this teacher can do or endure."

"Can they think?"

"Not only can they think but they can reason and compromise."

"Finally the angel bent over and ran her fingers across the cheek of the teacher. "There's a leak," she pronounced. The Lord moved in for a closer look and gently lifted the drop of moisture to his finger.

"It is not a leak," he said. "It is a tear."

"A tear?" asked the angel. "What is it for?"

"It is for joy, sadness, disappointment, compassion, pain and pride."

"You are a genius," said the angel.

The Lord looked sombre. "I didn't put it there."

[www.inspiringteachers.com/classroom\\_resources/inspirational\\_humorous/](http://www.inspiringteachers.com/classroom_resources/inspirational_humorous/) accessed on 17 April 2014.



# Inspirational Education

IAN MCQUEEN, HEAD OF MIDDLE SCHOOL



Year 8 students at Mt Amos.

In our Middle School Pastoral Team we aim to inspire our boys in three ways. We seek to engage them academically through our knowledge of and passion for the subjects we teach. Our hope also is that through working with them in the huge array of co-curricular opportunities we offer we can help them enjoy and grow in the options they choose. Throughout all of these activities we are aware of our responsibility as role models and as a result we try to set the example in how we relate to one another as staff and in how we relate to the boys themselves.

Coincidentally we were interviewing scholarship candidates for next year's Year 7 this morning and one of them said:

"When we did the tour (of the Middle School) all the teachers seemed really passionate about their work."

This was too good an opportunity to miss and I immediately scribbled down his words. Then it occurred to me that as I write this late on a Thursday afternoon Mr McCammon is in the office next to mine preparing his helium balloon challenge for tomorrow morning's Science Fair with Collegiate. Mr Addison is downstairs colour photocopying his quiz sheet for the same event. While all this preparation is taking place wandering the corridors is Mr Gard wearing a broad black tie covered in a coloured pattern containing repeating images of 1, %, =, + and x, he calls it his "Maths" tie. That's this afternoon. This morning and every Thursday morning I arrive at school before 8.00 am to find Mr Eaves running Maths and English Help sessions using Senior School students as tutors. Obviously I didn't have to go far to find ready examples of the passion of our staff for their teaching.



Mr Matthey and so many other staff members have given Middle School boys to participate in our major school production of *Spamalot*. I am thoroughly convinced that the boys involved must be inspired by the stunningly meticulous preparation that has gone into this production. Again I didn't have to go far to find ready examples of the willingness of our staff to help our boys enjoy themselves and grow beyond the classroom.

In terms of the example we set in how we relate to one another as adults, there are our daily interactions the boys see in the corridors and the classrooms: pleasant, genuine greetings; relaxed unforced laughter at a friendly joke or two (usually mine) and the readiness to help one another with some sort of computer mishap (again, usually mine). Our carefully structured Outdoor Education Camp Program has all the benefits inherent in any such program but it also inevitably causes our boys to focus on the staff who help them on these camps. Already this term all of our Year 7s have experienced the genuine care and consistent good humour of Mr Duggan and Mr Eaton. Early next term the Year 8 camps will similarly provide the boys with the opportunity to witness the interpersonal behaviour of staff. As just one example, our boys in 8CBe will undoubtedly appreciate the quiet, gentlemanly, unflappable nature of Mr Berndt. The boys do know also, because I told them, how kind Reverend Mark was to all members of the Middle School in agreeing to re-structure one of his Chapel services so that it could actually be held in the megaquad as part of our Harmony Day celebrations. Then there are the interactions the boys don't see or perhaps hear: in my fifteen years as Head of Middle School there has never been a raised voice or even unpleasant snap between staff members anywhere near our boys.

As a final point about how we inspire our boys, I really take great pleasure in relating to you how delightful it is for me to see our two new, younger members of the Middle School Team Mr Gard and Mr Matthey demonstrating their personal interest for their boys. Both these young men can be found in their Mentor rooms for extended periods both before and after school surrounded by eager, happy, chatty boys so obviously relishing the individual care and attention they are receiving. Meanwhile the obvious devotion and enthusiasm of our other "newcomer" this year, Mr McAloon who is extending our Wellbeing Program will be a long-lasting inspiration to our boys just as Mr Docking's gentle manner and genuine caring for each individual must be.

Tomorrow is the Science Fair and yesterday was our Summer Sports Day. On these sports days the Year Heads and I try to visit as many of the venues as possible and as you can imagine this gives us an opportunity to see many examples of our teachers' co-curricular commitment. I saw Mr Prebble helping the boys participate successfully in "backyard cricket" in the gym, though I began to doubt his knowledge of the game when he suggested I do some demonstration bowling. I saw Mr Leonard and Mrs Moroney ensuring the Middle School boys present enjoyed their tennis on a beautiful warm afternoon. However the morning could hardly have been called beautiful; it poured! I am sorry to say I missed the sight of Mr Hyland caked in mud as he helped supervise our mountain bikers as they negotiated the Olympic pool-sized mud puddles in that pouring rain. A particular co-curricular delight for me this year has been the opportunity Mrs Weeding, Mrs Coad,



Oscar Wyatt, digital photographs entitled 'Extinct', 2013.

# Student Engagement and Growth Through Relationship Building

ROGER MCNAMARA, HEAD OF SENIOR SCHOOL

There is a great deal of research that tells us a boy's success at school improves because of positive exchanges between a boy and a teacher. Beyond the simplicity of the relationship however is the link between both the relationship and the teacher's knowledge of their subject area. One without the other does not result in improvement or engagement for the boy. Positive relationships and the pursuit of a common goal of content mastery for the student are the two significant factors that will benefit the student. Research by Reichert and Hawley (2010) suggests that a boy's pursuit of content mastery depends on the quality of the student/teacher relationship, a positive student/teacher relationship is unlikely to occur unless the teacher has pedagogical mastery of the subject. Thus in school positive relationships, however valuable in themselves, don't ensure that the student will learn; nor will learning occur in the absence of a positive student/teacher relationship even if a teacher can demonstrate mastery of their

subject matter. At Hutchins we pride ourselves on both the quality of relationships that evolve between staff and boys and on the quality of our teachers who enable boys to be academically challenged and extended, relative to their own capabilities. Below are just a few of the examples of the importance of relationships that we see in the Senior School in our endeavor to facilitate an individual boy's growth.

Mr Kent Moore (Head of Design and Technology) and Ms Rachele Robinson (Co-ordinator of Art) often join creative heads and here they share with us some of the thoughts they put together for a presentation proposal to the Boys' Education Symposium, they write... Engaging boys in a **creative art and design education** is rich with context at Hutchins where boys are engaged in visual aesthetic design from the realms of Visual Art complemented with the Design experience of a technical setting where function battles it out with form and the aesthetic consideration.

Recognition that the key element of our success as a team of Art and Design teachers is the importance



foster a sense of excitement and discovery, the safety to take chances and make mistakes, and the confidence that every boy is valued as a collaborative learner.

These programs are intrinsically student-centred in order to enhance commitment to the completion of an idea, problem, or goal in any pursuit. Creative processes are developed through creative teaching where teachers and students work as fellow artist/designers. This type of art/design education encourages teachers to experiment and develop new ways of opening up the classroom into a studio environment where choices are abundant.

Students, while encouraged to perform like artists and/or designers, focus on a process driven approach to their learning where the teacher's role is one of facilitator and guide. A teacher's involvement in the learning process allows for the craft of teaching to take place; asking the right questions while challenging a student's decision; flipping points of view and in some cases playing the devil's advocate! In many instances the teacher may not know the 'content' of a student's work as well as the student but has the greater understanding of the creative and learning process. In this case the teacher plays the role of a 'meddler', challenging the student in turn to improve outcomes, the success of this 'meddling' role is very dependent upon the relationship and trust between the teacher and the boy.

and emphasis of pastoral care for every boy within our classroom. Nurturing connectivity and a sense of belonging within our school community is critical in developing and promoting adolescent wellbeing. It is well documented that there is no greater impact on a student's art and design educational experience than a caring relationship with his teacher. Both the Visual Art and Design faculties

Rachelle Robinson with Year 12 student Nicholas Graver.





# Historical Connection

THE VERY REV'D RICHARD HUMPHREY, THE DEAN OF HOBART

The links between The Hutchins School and the Cathedral Church of St David are truly foundational. The Priest of the then St David's Church, Rev'd William Bedford was at the meeting in 1841 which decided to create a school in honour of recently deceased Archdeacon William Hutchins. (St David's did not become a Cathedral till the following year in 1842). This connection is memorialised by Hutchins headstone being in the Hope Chapel.

Since then there have been different kinds of links. There have been staff links with Cathedral staff who were appointed to high office at the School (The Rev'd Evelyn Muscamp was the Precentor at the Cathedral and appointed Headmaster of the School years 1907 and 1908 and Headmasters who have ministered at the Cathedral, The Rev'd Dudley Clark years 1971 to 1976). Today Robert Stewart is both the Head of Music at Hutchins and Director of Music at the Cathedral and I am on the School Board.

There have been formal links with many Hutchins services being held at the Cathedral, inductions of Headmasters and Chaplains as well as Confirmation Services for students which continue today. There have been student concerts, one with over 900 in the choir in 1967. Hutchins students were part of the Cathedral Choir from 1890 and this continued for the next century. Of course when the School was in Macquarie Street there was the weekly procession of students in crocodile fashion for Evensong.

But perhaps most commonly there are the personal links. The most common answer when I ask why people want to have a wedding or a baptism at the Cathedral is, "I was a student at Hutchins". These links carry through life with many moving funeral services of ex-students and staff being specifically held at St David's.

Given all these links it is appropriate that the link is now built into the very fabric of the Cathedral with the Hutchins Crest now part of the clerestory window opposite one for St Michaels' Collegiate at the instigation of Old Boy the late Max Darcey which were dedicated in a moving service in October 2009.

All these links should be celebrated and strengthened. It is a wonderful privilege to have the School community hold their Anniversary Service



The Very Rev'd Richard Humphrey, Headmaster Warwick Dean, St Michael's Collegiate Principal Robyn Kronenberg and the late Max Darcey.

at the Cathedral each year as it is to have the Power of 9 boys come as part of their program and show them around many of the historic features of the Cathedral.

But the links have a far deeper foundation than these. The Cathedral seeks to "Proclaim Jesus as Lord in the heart of Hobart to build a community of living faith, profound hope and practical love". The School in its Guiding Statements says that "a Christian life as a response to Jesus Christ is commended and encouraged". This shared foundation in Jesus means we will continue to have ongoing links as we seek to serve the wider community of Hobart.





# Belgium/France ANZAC Trip

BOB STEWART, HEAD OF MUSIC

From 17 April – 4 May a group of 12 boys from The Hutchins School and 21 girls from St Michael's Collegiate travelled to France and Belgium. Our main purpose was to be the official choir for the Dawn Service at the Australian National War Memorial, Villers-Bretonneaux.

Shortly after arriving in Belgium we were immediately put to work. Our opening concert was held outdoors at the Cloth Hall in Ypres for a large crowd enjoying the sunny spring weather. That evening the group experienced the moving Ceremony of Remembrance at the Menin Gate Memorial. Except for the occupation during World War II (when the ceremony was held in Surrey, England) this memorial service has happened every evening at 8.00 pm since 2 July 1928. On the evening of 19 April it was Hutchins' turn to honour the sacrifice of young men who were not much older than these students. Even though our boys knew the importance of the trip before we left reality is much more confronting. To look up at the immense walls of the Menin Gate and read the thousands of names is an experience that will stay with them for a long time.

In the lead up to ANZAC Day the students from both schools were given tours of various sites, the huge craters

left behind at Hill 60 and Lochnager, the cemetery for the Australian Fifth Division, Tyne Cot, Fromelles, Thiepval and many others. At every stop we paid our respects and the boys began to think deeper and deeper about the events of 1914-1918. As a teacher it was interesting to see the transformation, these were real events that changed the lives of real people. We were honoured to sing three concerts in towns that were central to Australia's involvement at Fromelles, Pozieres, and Villers-Bretonneaux. We got to hear the stories and meet many people who still remember the ANZACs and the role they played in liberating their towns. In Villers-Bretonneaux there were displays by the local school children showing their research into Australian history, culture and animals. Kangaroos figured heavily but so too did a sense of gratitude almost 100 years and several generations later.

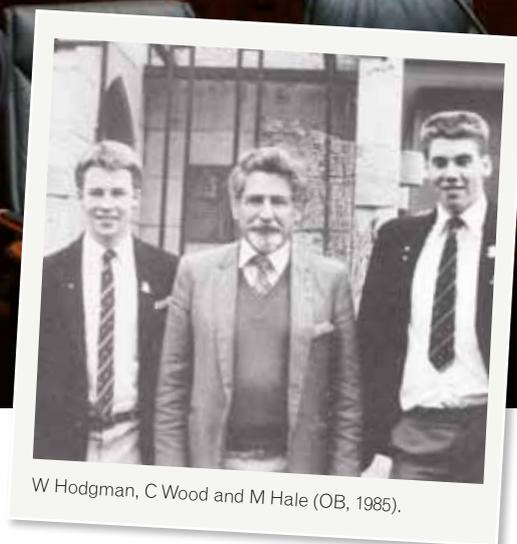
The students performed admirably on ANZAC Day braving both the cold and the lack of sleep. It is hard to describe the emotion we all felt that silent morning on the Somme but my mind could not help but think as I sat and listened while reading the names beside the tower that still bears bullet holes from World War II, "Greater love hath no man than this, that a man lay down his life for his friends" (John 15:13).

**Lest we forget.**





Premier Will Hodgman in the chamber of the Tasmanian House of Assembly. Photo courtesy of The Mercury.



W Hodgman, C Wood and M Hale (OB, 1985).

## Hutchins continues a fine tradition of leading men

The Hutchins School is delighted to congratulate Will Hodgman (OB, 1986) on his election as the 45th Premier of Tasmania. Will is the third Tasmanian Premier to attend The Hutchins School. The first being Henry Dobson (OB, 1851) who was elected in 1892 and the second Walter Bethune (OB, 1919) who was elected in 1969.

Will commenced at Hutchins in 1980 following in the footsteps of his father Michael (OB, 1955) and uncle Peter (OB, 1964). During his time at Hutchins Will was a very involved participant in the School community including being a Form Captain 1983-1985, SRC Secretary 1984-1986 and Sub-Prefect 1986. Will was also involved in co-curricular activities such as Australian Rules Football where he played in the 2nd XVIII in 1985 and 1st XVIII in 1986 when he was awarded the trophy for Most Improved.

Will was cast in several school drama productions including the Buckland House productions *The Real Inspector Hound* in 1984, *Escaping from Stalag112B* in 1985 where he played the main character Major Errol Phipps and also *Breaker Morant* in 1986. Will's performance in the 1986 combined musical with Mt Carmel College of *Pirates of Penzance* was described in *Virtus* as an "outstanding performance".

Will's final year in 1986 was a busy year as he was House Captain of Athletics, Cross Country, Debating and Impromptu Speaking, achieved 1st Colours for Australian Rules Football, Cross Country and Drama, as well as being Captain of Rowing.

After concluding his studies at The Hutchins School Will graduated in Arts and Law at the University of Tasmania in 1993 and was admitted as a Barrister and Solicitor of the Supreme Court of Tasmania in 1994. Will became Leader of the Parliamentary Liberal Party and of the State Opposition in 2006.



## Will afforded us his valuable time to share a reflection on his time at Hutchins:

"I remember Hutchins as being a very positive learning environment, offering so many opportunities to develop academically, socially and personally.

I do recall often being challenged and learning to set the bar high. Perseverance, determination and reward for effort were things I learned a lot about over time at school and Hutchins also nurtured a strong sense of being part of and contributing to a community.

I have no doubt these values have helped me in my professional career as both a lawyer and a Member of Parliament.

My fondest memories from school are of great lifelong friendships formed. It was great to be part of some very memorable sporting successes, especially in the First XVIII and First VIII. I also loved being part of school debates and drama productions, developing skills perhaps of some use on the political stage. These things taught me about team spirit and team work.

I was lucky to have so many positive role models and a number of exceptional teachers. Chris Rae was one of those - in the classroom and on the sporting field. Among many important lessons he taught me about personal responsibility, but also importantly, about self-redemption. I made my fair share of mistakes at school but I was taught the best thing to do was to learn from them, to move on and to not repeat them.

My advice to today's students is to make the most of every single opportunity, every single day."

The Hodgman family continues to be a valuable part of the School community with Will and Nicky's sons William (Year 7) and James (Year 5) continuing the Hodgman family tradition.

The Hutchins School is pleased to celebrate the achievements of Will which will inspire students to utilise their educational opportunities to become their best.

# "My advice to today's students is to make the most of every single opportunity, every single day."

Will Hodgman – Premier of Tasmania



First XVIII Will Hodgman tenth from right.



# The Power of 9

## Stepping Out of the Comfort Zone

Ken Kingston (Head of Power of 9) and Robbie Tuck (Power of 9 staff member) use the strength of the relationships that they develop with boys over the very intense Power of 9 experience at Marieville to elicit their own challenges to boys. In this context staff take advantage of the trust that has been developed and the strength of their relationships with boys to encourage them to step outside their comfort zone. They write...

Within our Outdoor Education and Power of 9 programs we often talk to boys about the benefit of challenging themselves to move outside their

comfort zone to increase learning, develop a purpose and live a meaningful life.

Most of us live pretty comfortable lives and are predisposed to maintaining that comfort as much as possible. We choose to avoid discomfort which usually means we are risk-averse, give up easily and stick with what we are comfortable with. In a school setting this is translated into students who keep it safe and as a result rarely challenge themselves thereby limiting their learning. We often tell students that the boundary we all have around our comfort zone is the barrier that will hold us back from reaching our true potential. Inside the space



are only those things we already know or can already do. Being stuck in this space holds us back and stunts our growth as individuals. The boundary will always exist but we have a great deal to gain by making this boundary flexible and negotiable.

For some of us fear and anxiety strengthen this boundary and make it almost impossible to try new things or take risk. This all too often seems to be a result of being in a “safe” space for too long. This is where adventure activities and artificial challenges become excellent teaching tools. Overcoming fear and anxiety through carefully structured group activities reduces the anxiety threshold and prepares students to manage fear. This forms a large part of the Outdoor Education program at Hutchins. Carefully planned activities, challenges and experiences throughout the School to push students through that comfort barrier and to develop new skills in incremental steps is of paramount importance.

A problem with comfort zones is that they give us the false security of a controllable world that will remain the same. Despite our best efforts life will always throw us a curve-ball, things will continue to change and this will cause a great deal of concern for those of us who are not well-rehearsed with dealing with that sort of world. In a paper by Brené Brown, a research professor at the University of Houston, Brown explains that one of the worst things we can do is pretend fear, risk and uncertainty do not exist. By taking risks in a controlled fashion and challenging yourself to things you normally would not do, you can experience some of that uncertainty in a controlled, manageable environment: learning to live outside your comfort zone when you choose to can prepare you for life changes that force you out of it.

Another benefit of adventure-based learning is to desensitise us to the unknown. We build resilience through exposure to change, risk and uncertainty. Activities that have us stranded outside the boundaries of our comfort zone help us to build this resilience. They allow the boundaries to move or dissolve. Alina Tugend (New York Times) suggests **we find it easier to push our boundaries** once we start stepping out of our comfort zone, it gets easier over time, like most things repetition creates mastery.



**Adam Dachis (www.lifehacker.com), suggests you'll be more productive if you move outside your normal boundaries.** Comfort kills productivity because without the sense of unease that comes from having deadlines and expectations we tend to do the minimum required to get by. We lose the drive and ambition to do more and learn new things. We also fall into the "work trap" where we say that we are too "busy" as a way to stay in our comfort zones and avoid doing new things. Pushing your personal boundaries can help you hit your stride sooner, get more done and find smarter ways to work. This applies to many aspects of life.

**Other authors have also suggested that we find it easier to brainstorm and harness our creativity after leaving our comfort zone.** Seeking new experiences, learning new skills and opening the door to new ideas inspires and educates us in a way that little else does. Even in the short term a positively uncomfortable experience can help us brainstorm, see old problems in a new light and tackle the challenges we face with new energy. We often find this is the case for our students after our Power of 9 challenge experiences.

Can we live without a comfort zone and without boundaries? The end point of this discussion is the

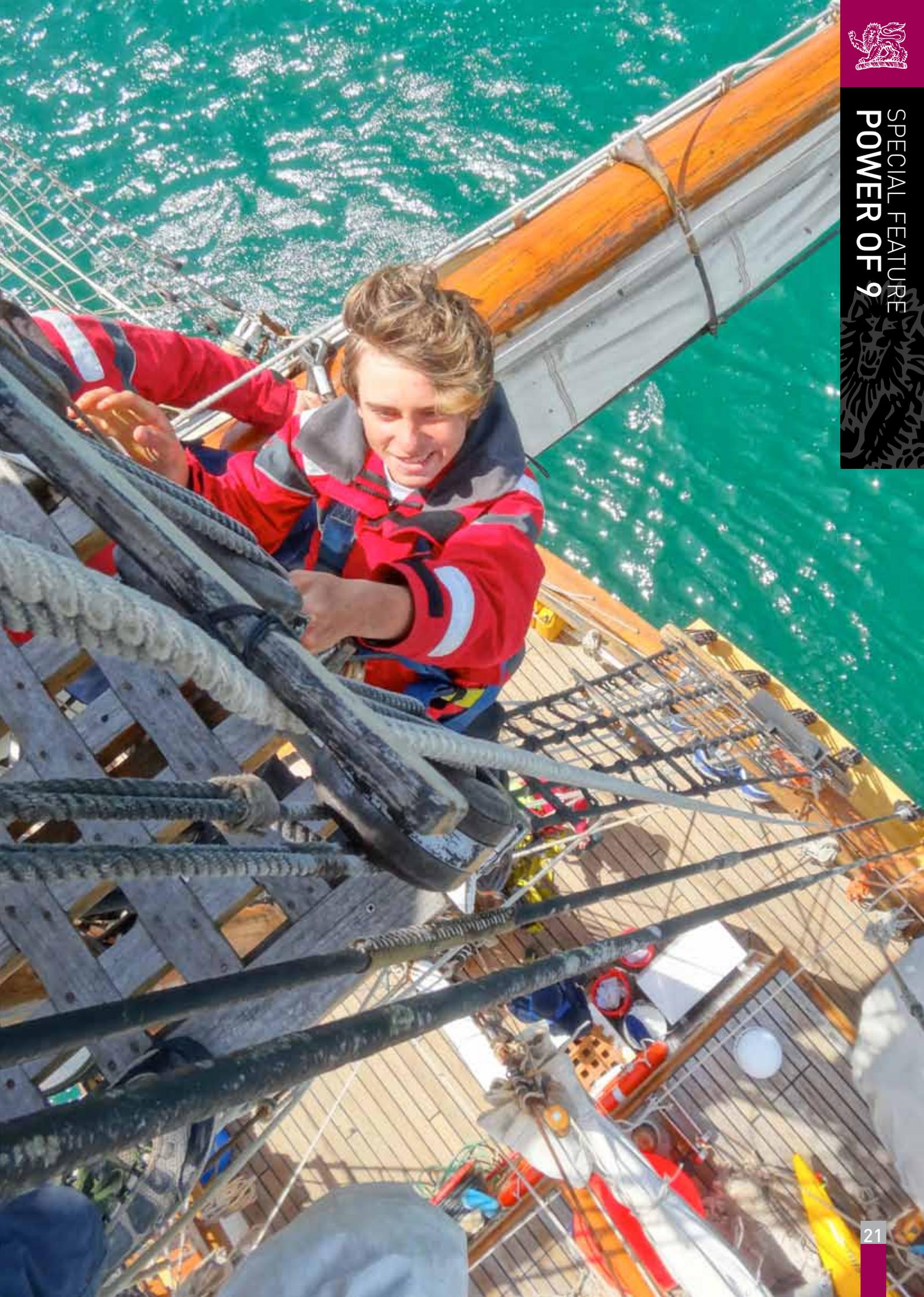
notion that we could all aspire to live without fear, anxiety or limits: a life full of opportunity, adventure and openness to change. We often ask our students to ponder this as we debrief after a challenge or expedition. We encourage them to stay outside that comfort zone for as long as possible and to resist falling back into the comfort zone trap.

You do not need to climb a mountain, cross a sea or go sky-diving to be outside your comfort zone. Adventure activities and Outdoor Education offers us a chance to use the natural environment to push us beyond our normal limits but the best opportunities are all around us every day. We hope we can inspire boys to find opportunities in their regular lives to move outside the comfort trap. These could be travelling to somewhere new, meeting new people, trying new sports or just changing the way you do things.

Irrespective of the subject area, a boy will respond most favourably to a teacher who is both knowledgeable in the area they are teaching and receptive to getting to know the boy as an individual ie not just as a 'math student' or a 'drama student'. In other words positive relationships should come first in efforts to improve boys' learning and engagement with school (Reichert and Hawley, 2010).

Snow camping adventure to Mt Field.





SPECIAL FEATURE  
POWER OF 9



# Dance

JACQUIE COAD, DANCE TEACHER

Dance at Hutchins caters for any boy who shows a keen interest in dance. Hutchins has an ELC Troupe for Years 1 and 2, a Junior Troupe for Years 3 and 4, an Intermediate Troupe for Years 5 and 6 and a Senior Troupe for all senior students. The Intermediate and Senior Dance Troupes are currently working towards the Southern Tasmanian Dancing Eisteddfod to be held in the July school holidays at the Derwent Entertainment Centre. The boys will perform a variety of routines and are the only all-male troupe competing.

The Dance Troupe boys often travel interstate for competitions and last year came 1st at the Brisbane Eisteddfod in the Musical Theatre section. This year many of the boys will also be appearing in the School musical *Spamalot*, to be held in the Auditorium from 20 – 23 August. To finish the year the boys will work on routines for the Junior and Senior School Speech Nights where they perform as part of the yearly celebrations.

I encourage any boy to join, it is never too late.

# Drama

MICHELLE WEEDING, HEAD OF VISUAL AND PERFORMING ARTS

We have embarked on another exciting year in the Visual and Performing Arts Faculty. The senior class presented their first show *Robinson Crusoe* the pantomime by John Morley. An exciting and adventure packed show that followed the story of Robinson's voyage in search of the hidden treasure and his encounters with pirates and islanders. This show incorporated all the classic panto elements. They enjoyed a sell out season to capacity crowds.

Our biggest challenge this year is staging *Spamalot* in the Auditorium. *Spamalot* is the "Broadway hit, lovingly ripped off from the classic comedy Monty Python and the Holy Grail, retells the tale of King Arthur and his Knights of the Round Table and features a bevy of beautiful show girls not to mention cows, killer rabbits, and French people. This hysterical, irreverent parody of Arthurian Legend raises funny to a whole new level" Please come and join us on the quest... "Grab your coconut shells, gallop out and find your grail." Season starts 20 - 23 August.



2013 Brisbane Eisteddfod



# Music

BOB STEWART, HEAD OF MUSIC

## AUSTRALIAN YOUTH ORCHESTRA

Earlier this year James Anderson was invited to attend the Australian Youth Orchestra National Music Camp and will also attend an intensive rehearsal period in Melbourne with the AYO.

The AYO is seen as an important part of a young orchestral musician's trajectory towards being hired by an orchestra. Congratulations James!

## JUNIOR ORCHESTRA

CLAIRE PRESTON, MUSIC

Junior Orchestra is a large string ensemble comprising violins, violas, cellos and double bass. We first performed to parents at an open rehearsal on Harmony Day and more recently rehearsed at Music Camp at Roches Beach. At the end of a fun-filled day of practising, interspersed with outdoor games, time on exercise equipment and a game of flags on the beach we played to our mums and dads before joining them for a final barbeque. To conclude the term Junior Orchestra also played two short pieces at the Junior School Soiree.

# Debating

ALISON FARMER, TEACHER IN CHARGE OF DEBATING

In 2014 Hutchins has again entered four teams from Years 5-6 in the Southern Schools Debating Competition and seven teams from Years 7-12 in the Tasmanian Debating Union Southern Schools Competition. Our best performing teams to date are: Year 8 Hutchins 2, who are in second place and Year 12, who are in third place.

A sample of the topics debated so far are:

- Year 7** – That it is OK to tell white lies
- Year 8** – That organ donation should be compulsory
- Year 10** – That broadcasters should be required to cover men's and women's sports equally
- Years 11/12** – We support the Trans-Pacific Partnership

Debating is an activity which encourages critical thinking, teamwork and communication skills. The capacity to research relevant and challenging issues, build a case and argue persuasively. This is of great value at school and beyond and is recognised by our senior students who participate in competitions such as the UN Youth State and

National Conferences, Tasmanian Parliamentary Shield and Evatt Trophy. The opportunity to listen to politicians and journalists, introduce and vote on bills in the parliamentary chamber, as well as meet new friends, was taken up by six Hutchins students this year who attended the weekend UN Youth Tasmanian Conference. We will know in the next couple of weeks if any of these students have progressed to the national competition.

# Sports

ADRIAN FINCH, HEAD OF SPORT

The Hutchins School Sport program in 2014 has been extremely successful. Notable achievements for 2014 to date are:

- Rowing State Championship in all U19 events
- Gerald Evans awarded a TIS Scholarship for cycling
- Jock Calvert awarded a TIS Scholarship for Windsurfing, selected in the Australian Sailing Youth Team and included in the 2014 ISAF World Championships
- Russell Taib U17 400m National Champion
- Sean Oosthuizen and Remy Lynch selected in the State Pizzey Cup team
- Swimming team won the SSATIS Junior Boys Shield and Aggregate Boys Trophy
- Sailing - Sam King won the Australian Sabot Championships. Sam Abel finished second in the Australian International Cadet Championships
- Jesse Usoalii selected in the Australian Athletics team to compete at the World Junior Championships in the 4x100m
- Ryan Jones and Charlie Lane represented Tasmania in the National U18 tournament in Canberra April 2-11. Ryan will also represent Australia in the U16 team
- Jarrod McMullen and Baxter Crawford selected in the State Waterpolo team
- SSATIS 2nds Tennis Premiership
- Head of the River Open and U16 HoR Champions
- Sailing State Champions
- Charlie Connor 2014 International Moth Sailing Championships – 1st Junior. 1st in the US Championships
- Will Connor 2014 Sailing State Champion 29er
- Orienteering team finished 3rd in the Tasmanian All-Schools competition
- U15 State Hockey Representatives Sam McCulloch, Hugo McCullum, James Moroney, Angus Lane, Henry Chambers competed in the National Championships in Perth.



Head of Senior School Roger McNamara.

# Wellbeing at Hutchins

SHANE MCALOON, HEAD OF MIDDLE SCHOOL SPORT

The Hutchins School is driven by the strategic intent to develop and deliver a whole school, age and stage appropriate Health & Wellbeing program for boys. To achieve this intent a group of dedicated and enthusiastic staff and students have drawn from initial work done by the Hutchins Strategic Change Team and have been working to explore the concept of wellbeing and how it can be most effectively incorporated into what we do at Hutchins.

Whilst wellbeing might be a current trend in education Hutchins has and always will focus on a holistic view for the education of our boys. We are mindful of the achievements of the past and we build towards a future where wellness of our boys and the community is paramount.

Through investigations into current practices of wellbeing and the workshopping of ideas, our wellbeing group has developed a model which we feel can guide the implementation of a specific wellbeing program at the School.

Our model of wellbeing draws its inspiration from our school motto - *Vivit Post Funera Virtus: Character lives on after death* - **What You Do Matters.**

We believe that by developing a solid base which has a balance between self, relationships with others, and our connections to community will enable individuals to thrive in all aspects of their lives. Through this concept we aim to create a balance between **I Matter** (self), **You Matter** (relationships), and **We All Matter** (community engagement), to highlight that What You Do Matters and that at Hutchins wellbeing Matters.

This concept guides the specific teaching of wellbeing in our curriculum and the embedding of wellbeing practices within our cultural and community activities.

Another key development of our group has been the defining of wellbeing. Viewed by some as a somewhat 'nebulous concept' we thought that a specific Hutchins definition of wellbeing was an important piece of the puzzle on our journey. Whilst still in a draft form and at the consultation stage of development we have defined wellbeing as:

*'A progressive state in which factors of life are balanced so that an individual is able to recognise their abilities, work productively, develop their potential and actively contribute to relationships and communities with a sense of purpose or meaning'*





Frank Jiao in the Flight Simulator.

As previously mentioned wellbeing already happens in many and varied ways at Hutchins with the 'bounce back' program in the ELC and Junior School, Health & Wellbeing and Resilience & Coping in the Middle School, our Power of 9 Program and initiatives such as the 'r u MAD' (making a difference) in the senior school.

Pastoral care is provided by class teachers and mentors, spiritual guidance from our Chaplains and learning support from the John Bednall Centre. The myriad of co-curricular opportunities supports the program and allows our boys to represent and engage with our school community.

Whilst our Wellbeing group is excited by the prospect of developing programs for our boys we see an important step in this process is to build on the strong foundations that already exist and create a co-ordinated approach to wellbeing that all members of our community are aware of, can contribute to and benefit from.

If you would like more information about our Wellbeing committee or are interested in being involved please do not hesitate to contact Shane McAloon at [smc@hutchins.tas.edu.au](mailto:smc@hutchins.tas.edu.au)

Freddie Clifford at the Cross Country finish line.





# Sydney Reunion a Great Success

**BARRIE IRONS, REGISTRAR**

Barrie Irons and James McLeod hosted the Sydney Old Boy Reunion in March 2014. David Willis got the evening off to a flying start by recommending a great venue for the night – a private lounge at The Republic Hotel in The Rocks. Over 50 Old Boys enjoyed a fine evening reminiscing and storytelling, James McLeod added a few of his own I suspect. A highlight was the camaraderie across the various age groups from youngest leaver Yash Makaria (OB, 2013) to more senior attendees like David Salter (OB, 1951), Peter Gregg (OB, 1962) and Leigh Batchelor (OB, 1962). Let us keep spreading the message and getting more Old Boys involved. These gatherings are a great way to network and catch up with old friends.



# Lodge Commencement Dinner



Warwick Dean and Guy Roberts, Lodge Dinner.

The Hutchins Lodge Commencement Dinner was held on 21 January 2014 at Burbury House. Today it is the only school Old Boy's Lodge in Tasmania in its own right and the current Worshipful Master Guy Roberts (OB, 2004), the first Hutchins Old Boy to hold this position this century.

It was a great evening and we look forward to building on this tradition.

# 1964 Rowing Reunion

50 years ago the Hutchins Eight won the Head of the River for the first time and went on to compete in the National Rowing Championships in Canberra. A rowing reunion is being planned for August to be held in conjunction with the HSOBA Annual Reunion on the Anniversary weekend 2-3 August 2014.

**Calling all rowers to put the date in your diary now!**



1964 First VIII after winning Head of the River.

The Hutchins School would like to acknowledge the very generous bequest from the estate of **Professor J Tisch**.

For more information regarding bequests please contact the Development Office on 6221 4200 or email [john.devine@hutchins.tas.edu.au](mailto:john.devine@hutchins.tas.edu.au)



# The Hutchins Fair

MEGAN KILLION-RICHARDSON, PRESIDENT – THE HUTCHINS SCHOOL PARENTS' ASSOCIATION

This year the Parents' Association decided to change the format of the Fair to maximise the amounts raised for our school community. Interest groups were invited to run their own stall with the profits retained by them for their own fundraising efforts which worked really well. We were pleased that these groups were able to raise significant funds for their chosen charities, clubs and associations.

Despite the ominous weather the Fair was a great success and it was wonderful to see the Hutchins community coming together to enjoy an evening of family fun. The quality of the food on offer was, as always, fantastic with the introduction of Mountain Pepper Pizzas, Hot Spuds and Jam Jar Desserts joining us this year. It was great to see so many parents, family and friends soaking up the atmosphere and the kids enjoying the range of games and rides. A highlight is always Barrie and his Chocolate Wheel and we would also like to note the significant 'Big Bed Spin' prize donated from Sleepy's – The Mattress Experts.

The Hutchins Parents' Association would like to thank the community for supporting this year's School Fair. These events take a great deal of organisation and we thank all those who donated items, helped set up, man stalls, cook food and clean up after the event. I would particularly like to thank Carol Plunkett (Convenor) and the Development Office for all their hard work and commitment in putting this event together. The Association can only survive on the generosity of its volunteers (parents and students) and we simply cannot thank you enough. We look forward to supporting the School and making a meaningful contribution to school programs and equipment with funds raised.





# Hutchins Old Boys' Football Club 2014

LOUISE BODYCOAT, SECRETARY

This year Matthew Lister (OB, 2005) will be taking over the senior coaching job from Nick Leitch (OB, 1998) after a year with TSL side Clarence. Matthew will be a non-playing coach for the first half of the year whilst recovering from a foot injury.

Pre-season started in late October with the focus on fitness and implementing a slightly different game



plan for the 2014 season. Clint Brown will continue in his role as Senior Assistant with Larry Owen (North Hobart) coming on board as the other assistant. Trent Baumeler will be Senior Bench Coach with Sam Palazzolo coaching the reserves. Doug Rossiter is now Football Operations Manager.

## Some of the new recruits for the seniors include:

- Larry Owen (North Hobart – tall defender, ruck)
- Matt Lister (Clarence – midfield)
- Claude Alcorso (North Hobart – midfield)
- Brad Coad (North Hobart – defender, midfield)
- Max Macmillan (North Hobart – forward, midfield)
- Bon Macmillan (North Hobart – forward)
- Angus Brettingham-Moore (Clarence – midfield)

This season the Club is offering a general membership including entry to nine home games at Queenborough, a stubby holder, member only key ring and member card plus an invite to all social events. Find us on our new Facebook page [www.facebook.com/hutchinsschoololdboysfootballclub](http://www.facebook.com/hutchinsschoololdboysfootballclub). If you would like a roster sent to you please contact Louise Bodycoat at [secretary\\_hsobfc@hotmail.com](mailto:secretary_hsobfc@hotmail.com)



# WHERE ARE THEY NOW:

## A COFFEE WITH CHRIS RAE BY CHRIS RAE

In this popular section, long-serving teacher Chris Rae catches up with past staff members.

STAFF MEMBER:  
JOHN KERR – “JK”



Teaching at Hutchins: 1954 - 72

Positions held:

Initially English and Senior Classics Master, 1st XVIII Football Coach (1963 – 72), Deputy Headmaster (1963 – 72), including Acting Headmaster (1970).

What other professional education positions did you hold?

- Senior Lecturer in Education with the Education Department and UTAS (1975 – 86)
- Lectureships involved aspects of banking and nursing law at TAFE (part-time)
- John also completed a Law degree in 1998-99 then worked with Legal Aid.

House affiliation: Buckland, prior to becoming Deputy Headmaster.

Who were some of your close work colleagues?

John Houghton, Bob Millington, Barney Viney, George Mackay, Frank Williams, Ted Heyward (who was timetabled to teach some language lessons to a small class of students, seated in the back of his car), Vernon Jones, Crom Wood, Vern Osborn.

What memories do you have of education during this time?

- The old public school thing was ‘pseudo’ and needed to be dropped
- it didn’t mean anything to the community.
- The demand from parents to get involved in teaching was an issue for senior administration.
- The wonderful support of many families who had a long association with the School.
- The numbers in the boarding house was far greater than now and thus exerted a greater influence on the life of the School.

On visits back to the School, what have you noticed?

- The wonderful campus today in contrast to the past when Hutchins struggled through a tough period. Over time it has been rescued and developed by good administrators.
- Gratified to see the co-operating schools’ program for Years 11/12 is so embedded as he was heavily involved in initial discussions to establish teaching links.
- Regrets the cost to send boys to schools like Hutchins is a barrier to a wider group of families whose sons would thrive in the School’s program – wishes there was some way that Federal funding could accommodate this?

What of your life in retirement? Through to the 1980s John enjoyed undertaking coursework at UTAS and working for the Law Society in the area of phone service. Involvement with his family has always been strong and continues to be immensely valued. His insatiable appetite for reading hasn’t waned either. When we met and entered a café in Taroonna I initially ‘mistaid’ him – only to find him round the corner, captivated by a shelf packed with books!

STAFF MEMBER:  
ALAN DEAR



Teaching at Hutchins: 1980 - 2009

Positions held:

Deputy Head of Middle School, Deputy Director of Studies K-8, Dean of Lower School and School Counsellor.

What other professional educational positions did you hold?

- Initial teaching with the Education Department, then Fahan School.
- Currently: Supervisor of TQA Exams (Years 11/12) at Hutchins.

House affiliation: Originally with Thorold then School and occasionally required to mediate on a house matter.

Who were some of your close work colleagues?

Early years included Mel Arnold, James McLeod, Scott Young, Rob McCammon, John Overton, John Millington, Russell Morton, Ian McQueen, Janet Waters, Bill Toppin and Barrie ‘the greeting’ Irons.

What memories do you have of education during this time?

Education moved from a stayed English style boys school approach to an individual student centred relational approach. Technology was bringing change along with an increase in both subject and co-curricular options. Early on teaching was formal and discipline strict which generally was appreciated and student teacher relationships were strong.

How do you see education today? Today educators face challenges with technology to keep abreast of it and importantly to keep students engaged and embracing it without losing them and their personalities. Some appear engaged in much that is social avoidance ie engaging with a screen rather than ‘face-to-face’ contact and the potential for negative consequences.

On visits back to the School, what have you noticed?

Students are very hospitable, polite and friendly. Many wonderful facilities have also been developed. Administratively there seems to be more offices and staff.

What of your life in retirement? ‘Retirement’ could be more aptly entitled ‘re-direction’. Life is busy. Most weeks are filled with a combination of part-time work (mostly unpaid), community work, counselling work (Professional Counselling Association), assisting in his brother’s refrigeration business, regular visits to the golf course for that elusive hole-in-one, catching up with friends, gardening, cooking, family and playing with his ‘special’ cars (MX5 and MG B).



# Early Learning Centre Development

JENNY SELF, BUSINESS MANAGER AND SECRETARY TO THE BOARD

The School Board has developed a Master Plan for buildings which includes the development of the existing Early Learning Centre (ELC). This will address the needs of the ELC and Outside School Hours Care. The current ELC is at capacity housing eight classrooms and an activity room. The School consistently has wait lists at the pre-kinder / kinder age groups with a number of students unable to commence at Hutchins. The new development at the ELC sees the addition of two classrooms and a purpose built Outside School Hours Care area suitable for before school, after school and vacation care.

To reduce the current enrolment wait list a demountable classroom was situated at the university end of the existing ELC at the commencement of this year. The existing pool was demolished and the area is now a green space. At the completion of the building works the green space will be developed with purpose built play equipment and age applicable play spaces.

Deloraine House was demolished during the January break and works have commenced to build the ELC extension on this site. On 17 April 2014,

the ground floor slab was poured with construction to continue until completion in early October by builders Fairbrother. The facility will be in use in Term 4 this year.

The School acknowledges and thanks the Hutchins Foundation for their financial assistance for this development and congratulates the School Board for their strategic planning and vision to ensure the ongoing success of The Hutchins School through this project.





# Annual Appeal 2014

Generous support for past Annual Appeals has enabled the Hutchins Foundation to assist the School to develop fine young men who often become leaders in later life. Through your support you will assist boys to become *their best* by providing them opportunities at Hutchins.

## Building Fund

Your support enables Hutchins to maintain and continue to provide state of the art facilities to enhance opportunities for our boys. This fund is used to construct new school buildings or to renovate, extend or improve existing facilities. Your support in 2014 will assist the Foundation in the completion of the new ELC. A purpose built facility, staffed with inspiring teachers, facilitating the development of age and stage literacy and numeracy skills, providing the boys with the best possible start in life.

## Scholarships

Your assistance allows the Hutchins Foundation to offer scholarships that provide excellent opportunities for students who would not be able to attend Hutchins without financial support.

The Hutchins Foundation supports the School's commitment to provide students with a first class education where each boy strives to achieve his personal best and is

willing to serve his community as an informed and active citizen; locally, nationally and globally.

Your support provides boys the opportunity to follow their dreams and past recipients have been inspired to excel in their chosen field of endeavour.

## Library Resources

A modern library is a busy, exciting place where powerful learning communities online and offline engage daily in formal and informal learning. Your donation will allow our libraries to evolve and keep pace with technology as well as enabling our boys to develop and practise skills in reading, research and learning online: skills which are vital in their careers in this digital age.

To support the School donations can be made on the website or by contacting the Development Office on **03 6221 4200** or email **John.Devine@hutchins.tas.edu.au**



# Peter Bender

## MANAGING DIRECTOR – THE HUON AQUACULTURE GROUP

Peter Bender commenced at The Hutchins School in 1964. Peter was one of the most consistent football players in Middle School U14s and also enjoyed playing cricket.

Peter and Frances Bender established the Huon Aquaculture Group in 1988 when the salmon farming industry first commenced in the region around Dover. Since that time Peter and Frances have established the largest privately owned Atlantic salmon farming business in Australia.

Peter has shared with us some of his memories from his time at The Hutchins School.

### **Can you tell us about The Huon Aquaculture Group and how it contributes to the Tasmanian community and economy?**

I started Huon Aquaculture alongside my wife, Frances Bender, in 1987 with three staff and two pens of salmon. Now, in 2014, we employ over 460 staff and have 120 pens of salmon in the water. We are a Tasmanian company so we employ hundreds of Tasmanians but we also have staff across Australia selling our salmon. We are currently in the middle of developing our new value adding processing facility in the north of the state which is exciting as it means the whole process of egg to plate will be done in Tasmania.

### **What are some of your Hutchins school memories?**

Getting a detention for doing wheel stands on my motorbike with my blazer on (I don't recommend it!).

### **Who or what were your main inspirational influences during your time at Hutchins?**

Mr (John) Glass was an inspirational teacher as he gave a lot of his time to help me, especially with my Maths.

### **What did you enjoy most about your time at Hutchins?**

I enjoyed playing sports, particularly football and cricket. I also enjoyed that I lived very close to the School so my friends would often spend time after classes at my house.

### **What part do you think your time at Hutchins has played in your success?**

I'm quite practical so having that academic background helped. The Hutchins community also gave me many friends and contacts that helped in my career along the way.

### **What advice would you give to today's Hutchins students?**

Don't be afraid to have a go and don't think anything is too big to achieve. I followed my dreams, stayed true to myself and if I can do it anyone can!



Peter Bender far left middle row.





# Troy Bennett

## MANAGING DIRECTOR – BENNETT’S PETROLEUM

Troy Bennett commenced at The Hutchins School in 1979 and completed his studies in 1986. Troy contributed to the School community as Form Captain 1980-85, Middle School Leader and Captain of Thorold House, Middle School in 1982, Junior School Camp Leader in 1983 and numerous achievements in sport. Troy was an outstanding athlete consistently competing at the Southern Independent and Island Independent Schools Athletics Carnivals. In the 1986 Southern Independent School Athletics Carnival he equalled or broke a record in each of the five events in which he competed. Troy went on to gain selection in Australian teams.

Troy gave up some of his time to share with us where he is now and how his time at The Hutchins School has influenced him.

### Can you tell us about Bennetts Petroleum and how it contributes to the Tasmanian community and economy?

Bennett’s distributes Caltex fuel to industry and service stations throughout Tasmania. Bennett’s also owns and operates 12 service stations and convenience stores.

Currently we employ 115 people. We have been in business for 35 years and invest significantly in Tasmania to remain relevant, compliant and to decrease the risk of contamination. Many other oil companies have rationalised their operations in Tasmania. However being local we are able and want to service smaller communities, sponsor local schools, sporting clubs, arts and many individuals who may need a helping hand especially in very regional areas.

### What are some of your Hutchins school memories?

All camps especially the Grade 5 and 6 camps as this was my first two years at Hutchins and everything was so new to me being from the Huon Valley back in the late seventies and early eighties.

AFL Football premierships Grade 6 1980 (Ian Frazer coach), U13 Grade 8 premierships 1982 (Mal Arnold coach), these premierships were won when all public schools and private schools were in the same competition. State Premiers 1986 (Chris Ray coach), Private School Competition. Open relay 4 x 100m relay team consisting of Michael Parsons, Archie Downie, Glenn Turnor and myself breaking the State record.

Athletic Carnivals when the Hutchins and the St Virgils’ cheer squads would pass their thoughts to each other

by way of creative songs. The friendships and fun formed with your team mates during these battles will never fade.

### Who or what were your main inspirational influences during your time at Hutchins?

Ian Frazer, Grade 6 teacher – Gave me the confidence to be the best I could be.

Dudley Clark, Headmaster - Listened to my concerns and continually forced me to question my character.

### What did you enjoy most about your time at Hutchins?

The culture of striving to better yourself in a humble and respectful manner.



T Bennett, S Cripps and M Omond (OB, 1986).

### What part do you think your time at Hutchins has played in your success?

To value education, structure, discipline and the correct values and morals to treat yourself and other people. These basic but very important values will hold you in good stead when faced with everyday external and internal challenges and disruptions to your life.

### What advice would you give to today’s Hutchins students?

Listen to your teachers, even the ones you are not responding well with, they all have a gift for you to work out.



## Richard Hewson (OB, 1997)

After much success breaking many records in the Clipper Round the World Yacht Race Richard decided to focus on solo sailing and set a new challenge to compete in the Mini Transat Race in a mini 650 – one of the most extreme ocean races where the world's best race over 4000nm solo across the Atlantic. And he has done just that.....

“On November 2013 I was amongst 84 of the world's best solo sailors starting the 2013 Mini Transat from Douarenez in France. Due to bad weather conditions within two days three boats had been lost and many people had pulled out of the race. Having grown up sailing in Tasmania I was in my element enjoying the 30-50kt winds and 6m seas. With only 40nm to go before the finish of the first leg of the race I was winning by over 10nm when we heard the news that the French race officials had called the race off due to extreme weather forecasts. Whilst disappointed with this decision I was happy I was winning the race earning mutual respect from my fellow international yachtsmen.

After we restarted the race from Sada to Guadalupe we battled our way down the Spanish coast. Luck was definitely not on my side for the second race.

While working my way into a tactical position that would potentially win me the race I had the misfortune of damaging my keel and rig in a series of incidents that were beyond my control. It is not in a Hutchins Old Boy's mentality to just quit and despite constant setbacks I continued to repair my boat and race as hard as possible to catch the now distant leaders. In the end I had to make one of the hardest decisions of my life - to abandon the race while I still had the option of reaching safety. I can't remember ever having to quit something or never finishing a game so this decision was a very difficult one.

My school years at Hutchins taught me to never give up and there is a familiar saying that comes into my head every time life gets tough, “Vivit Post Funera Virtus”. We are only on this earth for a given period of time and I am still living every day of my life to accomplish the dream of winning the toughest race in the world and to be on the start line for the 2015 Mini Transat. I am seeking new sponsorship for my AUS816 boat by mid 2014 so I can be guaranteed to race. If you are interested in some invaluable publicity in Europe and want to be involved in an amazing race then please contact me and find out how you can get involved. Perhaps in years to come we will have a Hutchins Old Boy attracting the world's attention, such as skipper Alex Thompson and his Hugo Boss campaign that marks the pinnacle of solo offshore racing.”



C Muir-Wilson and R Wood, 1976.

# HUTCHINS GIRLS

In view of the fact that the School is looking to include its sizeable female population in future reunions and occasions, it was suggested some time ago that we prepare a 'focus on girls' issue. Calling all former Hutchins Girls: please send us your news and views for inclusion in future issues!

**Judith Davies** – prizewinning Maths/Science student, 1957 – sent us an update following her overseas trip last year:

*I was in Hobart over Christmas, but only for a week. Alice Stilwell had a BBQ lunch for us where we caught up with most of my friends. We spent Christmas itself at my sister's place at Pirate's Bay (although we stayed at Lufra*

*as Anita had all her family down there as well). We had my daughter, son-in-law and two of the grandchildren with us – 19 and 11. I think Cameron found it a bit boring, whilst Sara (11) had a great time with Sam Bayley's two girls. Probably I should say that the two girls (7 and 5) had a great time with Sara. Anyway it was a different Christmas for us, but great.*

*... I picked up my Master of Scientific Studies from UNE in April. John was away, so my two boys came with me to Armidale for the graduation ceremony. I am now about to begin a refresher course in German through the Centre for Continuing Education*



at University of Sydney. I had hoped to do it last June before my trip with my daughter in August as we spent a bit of time in Austria, but my course was postponed as I had to have a repair done on my hip. Our trip last year took us to Verona with two operas in the Arena [Rigoletto and Nabucco, both superb], and five concerts at the Salzburg Summer Festival, plus one in Vienna.

**Agnes Margaret 'Madge' Anderson**, daughter of Headmaster H H Anderson (1892-1902), was the first girl to be educated at Hutchins. Born c1886, she attended Hutchins during the 1890s. Following the death of her sister Violet, she married her brother-in-law, T H Vincent, and became stepmother to her sister's children. After teaching



Magazine Committee, 1985. H Eagling, N Cica, R Matterson, J Cleaver, R Charles, J Boot, F Prince.



for a time at Fahan School, Madge Vincent was appointed Headmistress of the new Sisters of the Church School in Canberra in 1930. In 1966 she was officially recognised as a Hutchins 'Old Boy' and inducted into the Eighty Club. On her death in England in October 1968, aged 82, Madge left the School a bequest of £100.

**Annie Lindon**, wife of Headmaster L H Lindon (1912-17), in 1912 became the first woman to climb New Zealand's highest mountain, Mt Cook.

**Rose Seddon (Wood)** (1976py) is the daughter of long-serving Hutchins Biology teacher, C I 'Crom' Wood. In 1980 Rose married Old Boy Michael Seddon in the Chapel of St Thomas, in the first known marriage of past Hutchins students. Their son, James Seddon, is currently a teacher of Mathematics and co-organiser of supervisions at the School.

**Natasha Cica** (1985py) Associate Professor Natasha Cica is currently Director of the Inglis Clark Centre for Civil Society at the University of Tasmania, which advances the university's agenda for thought leadership and community engagement. She has recently (Dec 2013) been recognised as one of Australia's 100 Women of Influence (in the category of innovation) in a national competition – run by the Australian Financial Review and Westpac – dedicated to identifying and celebrating the women who are changing Australia. Natasha's

Girls in the Science Lab: C Funnell, 1973



*David Avenue entrance, 1957.*

L Creese, P Lloyd, J Bushby?, N Saunders, Miles Kerr, M Mason-Cox, C Creese (rear), ?, A Green, A Ashbolt, R Perkins, Michael Kerr.

award-winning first book *Pedder Dreaming: Olegas Truchanas and a Lost Tasmanian Wilderness* was published in 2011 and launched at the National Portrait Gallery in Canberra by the Governor-General of Australia.

**Elizabeth Males, Catie Porteous, Adele Tattersall** and **Helen Valentine** were the last 'Hutchins girls', graduating in 1987.

## SPOT THE ARCHIVIST

[Clue: There may be very important heritage items in the suitcase]

The image below was converted from its original slide format by former Kindergarten classmate Lark Creese, who discovered it when sifting through her father's slide collection. Taken outside the David Avenue entrance to the sub-primary block in 1957, it features mostly Kindergarten pupils, along with Lark's older brother, Christopher (1955, no. 4539), at rear.

Also pictured are Miles and Michael Kerr (1957, nos. 4725 and 4726), sons of former Deputy and Acting Headmaster, John Kerr, and former Board Chairman, Andrew Ashbolt (1956, no. 4556).

Can you help with names? If you are the boy standing next to the Archivist – or the grinner standing at back left – we would be very pleased to hear from either of you . . .

**Margaret Mason-Cox**  
**ARCHIVIST**

**CORRECTION:** The 1953 cross country team photograph appearing in our last edition had one team member incorrectly named; J B Wilson was standing at far right, not H Fergusson. Thanks to Dr Ted Lilley and to Chris Chen for enabling us to correct some old names on inherited photographs.



# Recent (and omitted) donations

MARGARET MASON-COX, ARCHIVIST

We are grateful to Mr R J Downie (OB, 1934) for his donation of annotated photographs as listed in the previous edition of *Magenta & Black* and thank him for responding to our request to declare his identity so that we can acknowledge his gift.

**Photograph** of G W Slade (OB, 1930) donated by his daughters, Dianne Francis and Brenda Slade, 20 June 2013.

**Book:** *Barrack Hill: A History of Anglesea Barracks 1811-2011* by J Lennox and J Wadsley – donated by R A Watson, presented by P Hodge (staff 1991-2002), 17 July 2013.

**Lidded bowl turned with pokerwork**, handcrafted in 1934 by A M D Hewer (OB, 1928); **whole school photograph, 1932** – donated by Mrs Sharron Hewer, 4 September 2013.

**Books:** *The Game of Cricket* by A P F Chapman et al (1930), Upper VI Science Prize awarded to G E Hodgson (1930); **academic gown**, belonged to C J C Bennett (OB, 1959) – donated by his sister, Mrs Louise White, October 2013.

**Photographic print**, mounted: whole school sesquicentenary photo – donated by M Aston, father of J Aston (OB, 2001py), 1 November 2013.



Remove B1 class group, Macquarie Street, 1953.

**Books** by Tim Bowden: *50 Years: Aunty's Jubilee! Celebrating 50 Years of ABC-TV* (2006); *Changhi Photographer: George Aspinall's Record of Captivity* (1984, 2001); *The Backchat Book* (1990); *The Devil in Tim: travels in Tasmania* (2005, 2008); *Penelope Goes West: On the road from Sydney to Margaret River and back* (1999); *Penelope Bungles to Broome* (2001, 2002); *Spooling Through: an irreverent memoir* (2003, 2004); *Down Under in the Top End: Penelope heads north* (2008); *The Way My Father Tells It: the story of an Australian life* (1989, 2002); *Not Tern Unstoned: musings at breakfast* (2004); *This Can't Happen to Me!: Tackling Type 2 diabetes* (2004); *The Changi Camera: a unique record of Changi and the Thai-Burma railway* (1984, 2012) – donated by Tim Bowden (OB, 1946), November 2013.

**Business card** – donated by former Principal, W D Toppin, 20 November 2013.

**Pocket, blazer** – belonged to H F Ruddock (OB, 1927) – donated by his daughter, Mrs Jillian Menadue, 25 November 2013.

**Boater with hatband, prefect's badge** – belonged to P M Johnstone (OB, 1923), donated by his son, P T Johnstone (OB, 1950), 27 November 2013.

**Books:** *The Last of the Mohicans* by J Fenimore Cooper (1925), awarded to J H Burbury, 1925; *Pitman's Business Principles* by C E Brown (nd) and *Coriolanus* by W Shakespeare (nd); *The Lost Island* by Capt Gilson (1919), awarded to J Salmon, 1921; **programs:** athletic sports 1924, 1925 [2]; Centenary Dinner, 1946; Speech Night 1952, 1980; Hutchins Newsletter 1981; **School Magazine** 1974 – donated by H Burbury (OB, 1947), November 2013.

**Document:** C J Brammall family history – donated by I M Madden (OB, 1945), 30 October 2013.

**Photographic images** on CD – donated by T G Bowden (OB, 1946), 22 October 2013.



Pokerwork box, A Hewer, 1934.



**Hatband**, boater – anonymous donation, 29 November 2013.

**Document:** Masters' Ladies Rowing history update, by L Morrisby – donated by L Morrisby, 2 December 2013.

**150<sup>th</sup> anniversary print**, Hutchins School by B Koppleman – donated by J M Thomson (OB, 1959), 3 December 2013.

**Framed certificate** (Palfreyman brothers); **Hutchins cup** awarded to B A Palfreyman, 1962; **pockets (3) with badges (2)** belonging to Brent, Stewart and Nigel Palfreyman; **medallions (8)** and **trophy medallions (3)**: B Palfreyman – donated by B A H Palfreyman (OB, 1953), 3 December 2013.

**Photographic print:** 1953 Form 6 class – donated by P N Anderson (OB, 1952), 10 December 2013.

**Medallion** awarded to G Dick (OB, 1920), 1923 – donated by G Robert A Dick (OB, 1946), 11 December 2013.

**School ties (2); programs (6), 1969-72; document:** The Hutchins School Song songsheet – donated by C Wisbey (OB, 1967), per A Jones, 2013.

**Photographs (22), rowing;** Policy Handbook 1989-95; staff directory 2004 – donated by L Morrisby (OB, 1967), January 2014.

**Photographs (16); files (2)** re B T Edwards (OB, 1948) and A H Edwards (OB, 1958), containing assorted documents and press cuttings – donated by A H Edwards, February 2014.

**Desktop** from old wooden double desk – donated by G Burrows, 20 March 2014.

**Uniform items:** boater, caps (2), pockets (2), scarf, tie; **framed photograph:** The Hutchins School, Hobart by H W Thomas; **school magazines (2)** 1935; **school reports (9)**, 1934-36; **receipts for school fees**, 1934, 1936; **prospectus**, c1933, belonged to O R Cracknell (OB, 1934) – donated on behalf of Mrs D Cracknell by Mr H Hewson, 21 March 2014.

**Bible** from St George's Church – donated by St George's Church, 12 March 2014.

**Book:** *By Way of Cape Horn* by A J Villiers (1930) – donated by F E M Lilley, March 2014.

**School magazines (33)**, 1952-71; **programs (5):** Speech Night 1956-59; opening of Junior School, 1957; **project book:** Coronation of Queen Elizabeth, 1953; **reports (5)** 1954-58; **document:** O H Biggs quotes – donated by P N Anderson (OB, 1952), 4 April 2014.

**HSOBL jubilee jewel** – donated by J F Millington (OB, 1940), 9 April 2014.

**Document file**, belonged to M G Darcey (OB, 1948) – donated by Mrs Beth Darcey, 14 April 2014.

Many thanks to all of our generous donors and to our volunteers for their wise and cheerful assistance.

**OBITUARIES** We are saddened to report the passing of the Old Boys listed below. Our thoughts and prayers are with their families and friends.

RUDDOCK, Harold Frederick	1943py	27 Jun 2012
JOHNSTON, Kenneth Spence	1943py	5 Nov 2013
RAIT, Dr William Lockhart*	1927py	7 Dec 2013
GARLICK, Cyril James	1944py	31 Dec 2013
MURDOCH, Thomas Bethune*	1933py	28 Jan 2014
FAY, Dr Peter William	1940py	15 Feb 2014
MILLIGAN, Robert Julian Stanley	1938py	20 Feb 2014
BALCOMBE, Nicholas Miachel	2000py	23 Feb 2014
GARTH, Barrie Eric*	1943py	19 Mar 2014
CLARK, Damien John	1992py	1 Apr 2014
McCARTHY, Ronald Leonard	e1955	19 Apr 2014
COTTON, Crispin Phillipson	1974py	20 Apr 2014
STOPP, Dr Eric John Chancellor	1956py	20 Apr 2014
HORLER, James Tasman	e1952	23 Apr 2014

\*Obituaries above, with grateful thanks to families who provided eulogies.



# Vale

MARGARET MASON-COX, ARCHIVIST

## VALE W L RAIT (1909-2013)

**William Lockhart RAIT** (OB, 1928) MB BS MD MSc attended Hutchins from 1917 to 1928. A prize-winning student from Second Form in 1922, he participated in school athletics for Buckland House and in 1925 was confirmed at St David's Cathedral. Narrowly missing out on a Science Scholarship to study at the University of Tasmania he was a prize-winning student there in Chemistry and Biology on his way to graduating with a BSc in 1932.

After completing his MSc at the University of Adelaide in 1935 Bill became a resident tutor at St Mark's College before being appointed Science Master at St Peter's College, Adelaide. He later tutored in Chemistry at the Universities of Adelaide and Melbourne. After serving with the 43<sup>rd</sup> Battalion defending Darwin in 1942 Bill returned to Melbourne to complete his medical training, graduating from the University of Melbourne in 1947. He then re-joined the RAAF as a medical research officer with the Aircraft Research and Development Unit serving in Singapore and Korea in 1951. The following year he moved to the UK to study decompression sickness at the RAF Institute of Aviation Medicine at Farnborough. After returning to Melbourne and setting up a research laboratory at Melbourne University a Doctor of Medicine degree was conferred upon him in 1969 in recognition of his contribution to research.

By 1956 Wing Commander Bill Lockhart had been appointed Head of the School of Aviation Medicine at Point Cook and acted as the RAAF medical observer of nuclear tests at Maralinga. Retiring from the RAAF in 1964 Bill joined the Department of Health later entering general medical practice with his older brother Cecil. He served as a local government councillor and as Lord Mayor of Brighton 1973-74.

Bill died on 7 December 2013, at the age of 104. He is survived by his wife, two children and four grandchildren.

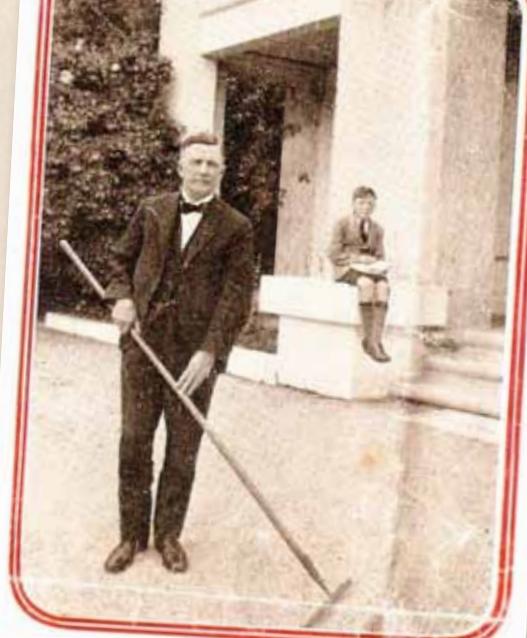


## VALE T B MURDOCH (1915-2014)

**Thomas Bethune MURDOCH** (OB, 1927) was born on 4 September 1915 and entered Hutchins Senior School in February 1927. A quiet and unobtrusive student he joined the Scout Troop in 1928 and played soccer in 1932. He had a particular talent for sketching, drawing and calligraphy which he later used to record the environment around him – both natural and man-made. Tom left school in 1933 and after a trip to Europe in 1934 returned to work in the family business until the outbreak of World War II. He developed his skills in precision metalwork while serving with the Australian Electrical and Mechanical Engineers and after the war joined the EZ Co at Risdon as a technical draughtsman. Tom married in 1948 and had no children but he and Heather led a busy and cultured life encompassing much bushwalking and overseas travel.

In 2008-09 Tom bequeathed his father's papers, photographs and medals to the Hutchins Archives and Heritage Collection. Among them are Tom's own photographs and sketches recording the existence and demolition of the Murdoch family home St Andrews, 55 Montpelier Road (now Sandy Bay Road). A talented craftsman with woodwork and metalwork Tom's scale model of the tanker *Ransdorp* is in the Maritime Museum of Tasmania and his many brass cannons are now held by family members and others. Before his death he bequeathed his tools and equipment to the Men's Shed at Coles Bay.

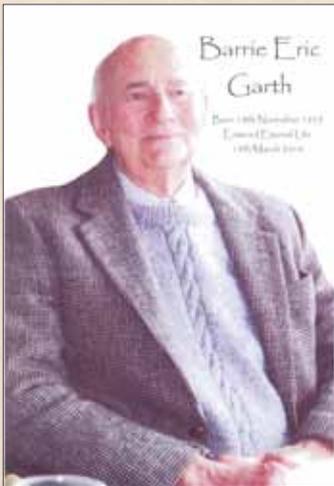
Tom died in his 99th year on 28 January 2014 at Calvary Hospital Hobart. A kind, gentle and unassuming man he is fondly remembered for his love of life and keen interest in all things archival and artistic.



The Hon. T. Murdoch, M.L.C., spends legislative problems while raking his front path. In the background is Master Tom Murdoch.



## VALE B E GARTH (1925-2014)

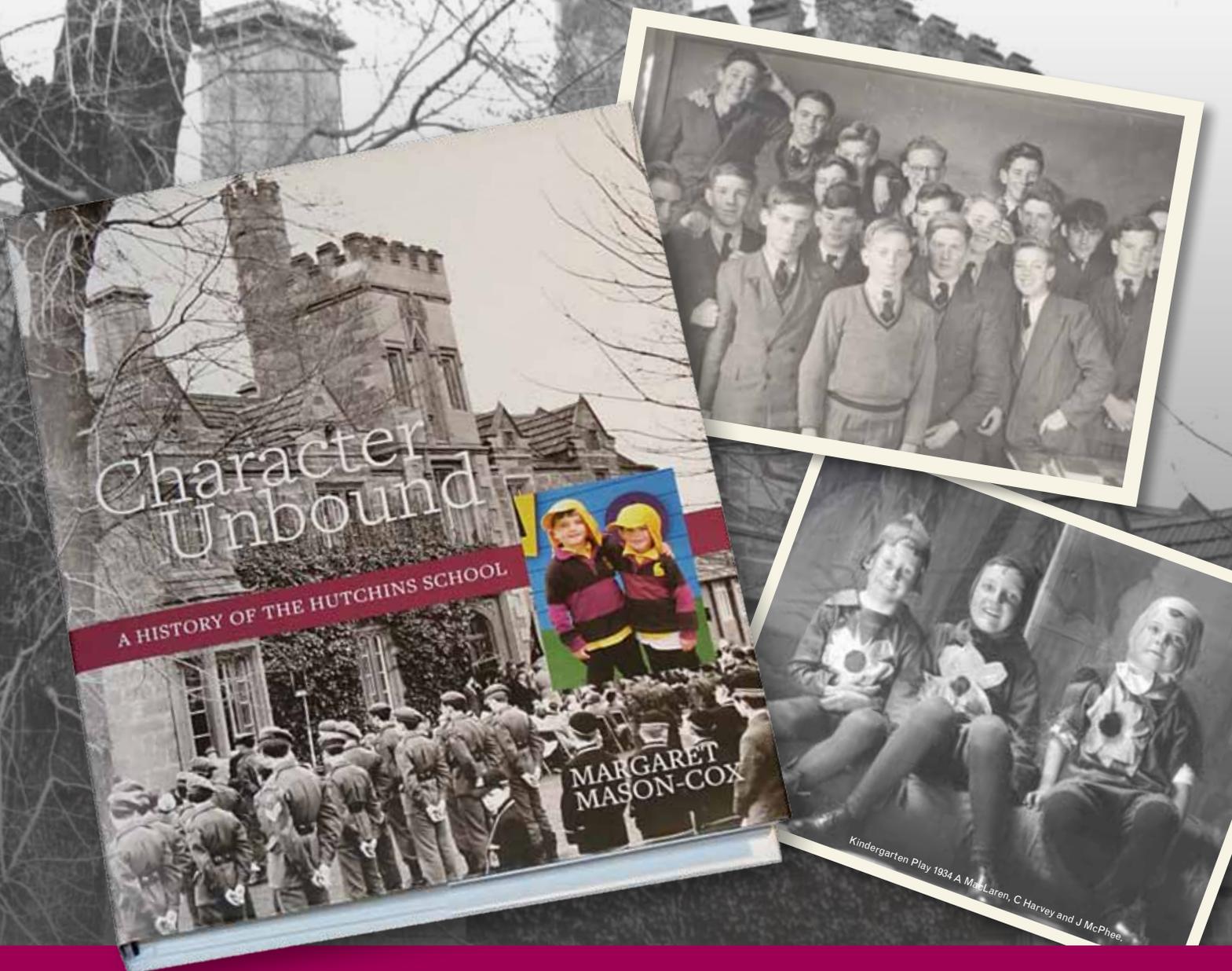


**Barrie Eric GARTH** (OB, 1942) entered Hutchins in 1940 to complete his final years of education after previously attending Clemes College. A member of Stephens House he joined the School Cadet Detachment and served there until he departed the School in 1942. It was while on cadet duties that he met his future wife, Kathleen. Their marriage in 1948 was the first Catholic-Anglican ceremony celebrated at the altar of St Mary's Cathedral.

With Barrie's drafting and engineering skills he and Kathleen worked as a team designing, building and renovating houses – even designing the Meath Avenue subdivision at Tarooma. A change of career in 1958 led to a family move to dairy farming on Tasmania's north-west coast where Barrie was an innovator introducing irrigation and building dams. During the 1960s he helped design the conveyor, furnace and port facilities for the Savage River Mines at Port Latta.

As a pilot he also helped to service the Bass Strait islands delivering and collecting cargo. After the sinking of the *Lake Illawarra* in 1975 he worked with divers to re-establish the footings of the collapsed Tasman Bridge. He also worked with the Hydro-Electric Commission overseeing early surveys, selecting dam sites and supervising helicopter facilities at Strathgordon.

A thoughtful and caring gentleman who loved his family above all else. Barrie spent many hours as a volunteer helping those less fortunate than himself. In his latter years he spent many hours at his computer sharing the joy and humour of his online discoveries with family and friends. Barrie died on 19 March 2014 aged 88. He is survived by his wife, five daughters and 32 grandchildren.



# CHARACTER UNBOUND:

## A History of The Hutchins School

To order your copy of this beautifully written, designed and illustrated history of our school, visit The Hutchins School website: [www.hutchins.tas.edu.au](http://www.hutchins.tas.edu.au) and order online, or phone 6221 4200.

Copies can also be purchased from Reception.

# 2014 CALENDAR EVENTS

## TERM 3

### HEADMASTER SEMINAR SERIES

PAUL DILLON  
TUESDAY 29 JULY

WEBBER LECTURE  
WEDNESDAY 27 AUGUST

SAM CAWTHORN  
TUESDAY 16 SEPTEMBER

THE HUTCHINS SCHOOL  
ANNIVERSARY DAY  
FRIDAY 1 AUGUST

THE HUTCHINS SCHOOL  
REUNION DINNER  
SATURDAY 2 AUGUST

ANNIVERSARY LUNCH AND  
HSOBA LIONS' UNVEILING  
WEDNESDAY 6 AUGUST

SENIOR SCHOOL  
GRANDPARENTS' DAY  
FRIDAY 15 AUGUST

SPAMALOT DRAMA  
PRODUCTION  
20 – 23 AUGUST

JUNIOR SCHOOL  
GRANDPARENTS' DAY  
FRIDAY 5 SEPTEMBER

HUTCHINS OPEN DAY  
WEDNESDAY 10 SEPTEMBER

MIDDLE SCHOOL  
GRANDPARENTS' DAY  
FRIDAY 12 SEPTEMBER

JAZZ@HUTCHINS  
FRIDAY 19 SEPTEMBER

HUTCHINS AFL GRAND  
FINAL BREAKFAST  
FRIDAY 26 SEPTEMBER

## Reminder – Communiqué

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

The newsletter can also be accessed via the School website [www.hutchins.tas.edu.au](http://www.hutchins.tas.edu.au)



**HUTCHINS**  
ESTABLISHED 1846

### COVER PHOTO:

Prep Teacher Breeony Dick with Mark Healy and Tom Fader

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### SPECIAL THANKS TO:

Barrie Irons: for providing so many of our best photos  
Carol Marshall: proofreading

All students, staff and Old Boys who  
have shared their stories.

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