



EARLY LEARNING CENTRE & JUNIOR SCHOOL COURSE HANDBOOK 2023

BEING A GLOBAL CITIZEN

Being aware of our wider world and how it works.

Seeing ourselves as citizens of this world.

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EARLY LEARNING CENTRE & JUNIOR SCHOOL COURSE HANDBOOK 2023

THE HUTCHINS SCHOOL

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

ABN 91 133 279 291 CRICOS 00478F



HUTCHINS
ESTABLISHED 1846

Welcome to the Early Learning Centre and Junior School at Hutchins

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

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

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



Small class sizes and strong teaching teams at each year level ensure that all students have the opportunity to develop their

knowledge and skills to their personal best, and to enjoy rich and varied social interactions as well as sporting, artistic and spiritual experiences which consolidate and further develop their values and identities.

Mr Stephen Coventry
Head of Junior School

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Yin-dee-ton-rup 歡迎 Boa Vinda 환영



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



Our Guiding Statements

Our Vision

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

Our Mission

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

Our Values

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

Our Faith

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

Our Motto

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

Learning with ICT

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

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

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

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

In Pre-Kindergarten and Kindergarten the boys access class sets of iPads with age and stage appropriate apps to enrich learning experiences and to begin to explore skills and knowledge in the area of digital technologies. In Prep to Year 4 boys are provided with a dedicated iPad which is used as an educational tool. These iPads are kept at school. Various apps are used to enhance and complement learning experiences and to continue the development of their skills and understanding of digital technologies.

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

Digital citizenship and cyber safety skills are taught explicitly from Years 3–5.



Centre for Excellence

The Centre for Excellence staff work in partnership with classroom teachers to implement the individual learning plans essential for students with specific needs. They use a wide range of support programs that recognise the different requirements of boys from across all year levels of the School. These programs include learning support, consolidation, gifted and talented programs, enrichment and extension. The Centre also coordinates standardised assessment activities.

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

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

The Stephens Library

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

Opening hours

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

Library staff

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

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

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

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



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

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

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

The library celebrates many national and international events throughout the year; some examples include CBCA Book Week, Indigenous Literacy Day, Science Week and NAIDOC Week. In March 2023, we are looking forward to celebrating Tasmania Reads, a celebration of reading and storytelling in Tasmania. The library regularly hosts visits from authors and illustrators.



EARLY LEARNING CENTRE (PRE- KINDERGARTEN TO YEAR 2)



About the Early Learning Centre

The Hutchins School Early Learning Centre (ELC) provides a stimulating, nurturing and vibrant environment for boys from Pre-Kindergarten to Year 2. The first steps are taken towards ensuring that boys grow into young men of good character.

The early years are the most vital in a child's educational life. During this time children are entering a social world stretching beyond the family. They are trying to establish themselves as members of a peer group community. It is during this period that they acquire the foundation skills for future learning. They form crucial attitudes to develop their learning skills. By the end of these early years of education children will have reached some important decisions about their own abilities and worth. This places a special responsibility on teachers of young children to provide a warm, supportive yet challenging environment.

Our guiding principles

- Children learn when they are having fun, experience success, feel secure and have a sense of belonging.
- Curiosity, wonder and imagination are encouraged and developed through creativity, and child-centred, play based, hands on learning.
- Children connect and contribute to their world through inquiry and discovery. Thinking is at the heart of all inquiry.
- Children have authentic opportunities in a range of curriculum areas to develop their thinking and problem-solving skills. They are actively involved in gathering and processing information using all their senses.
- Children learn to be socially responsible and show respect for others and their environment.
- Children take learning risks to develop their social, emotional and physical wellbeing. They are supported in developing skills of independence, resilience and perseverance.
- Children participate in the digital world positively and productively.

The class teacher takes all the core subject areas which include English, Mathematics, Science, History, Geography and Art. Specialist teachers are provided for Music, French, Physical Education, Library and RAVE (Religious and Values Education). Provision is made for English as an Additional Language or Dialect (EALD) support and there are targeted learning support (differentiated based on the age and year level of the child), and gifted and talented programs as appropriate. Programs in the Pre-Kindergarten and Kindergarten years are based on the Early Years Learning Framework. The Australian Curriculum is delivered from Prep to Year 2 in the ELC.

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

Class sizes are 20 students maximum for Pre-Kindergarten classes and 24 students maximum for Kindergarten to Year 2 classes.

Special features of the ELC include:

- Award winning purpose built classrooms.
- Onsite Outside School Hours Care.
- A Social and Emotional Wellbeing Program.
- Separate play areas – with phased in participation with older students (Years 1 and 2).
- Whole school participation for certain events (e.g. House Assembly).
- Informal 'Buddy' system with Junior and Senior School students.
- An introduction to the Outdoor Education program with a day at Southport for our Year 2 students.
- Chapel for Pre-Kindergarten to Year 2 students once a week.
- ELC Assembly for ELC students and parents/carers.
- Links with our sister school, St Michael's Collegiate, for combined social and learning opportunities.
- A leadership program for Year 2 students.



Leap into Learning program

A playful and engaging program designed for children aged from birth to 4 years. Developed by our Pre-Kindergarten and Kindergarten Early Childhood Teachers, delivered in our purpose-built Early Learning Centre, our Leap into Learning program includes sensory, imaginative and creative play opportunities that support social, emotional, physical, numeracy and literacy development. This program is provided at no cost, however bookings are required.

WHERE The Hutchins School
Early Learning Centre

WHEN During term time

Please visit our webpage for further details
www.hutchins.tas.edu.au/leap-into-learning

About the program

Our Leap into Learning program is an invaluable opportunity to set children up for success as they move towards beginning their formal education.

Our program centres on quality play based experiences, providing rich opportunities to broaden each child's connection to and participation in the world. Our program supports each child's developing sense of self, which supports their active participation in early learning and will carry on with them as they enter school.

Leap into Learning provides rich opportunities for young children to develop critical early learning skills. It offers valuable social experiences where children can interact with the support of parents/carers and teachers.

Sessions include whole group time, small group activities and individual play provocations in an exciting well resourced space, providing an opportunity for parents/carers to see a range of different ways they can support their child's early learning development. Leap into Learning is also an opportunity for parents/carers to chat with our experienced teachers, and for parents/carers and children to develop crucial relationships with our Pre-Kindergarten and Kindergarten staff, who can offer some insights into the first years of school and how families can prepare for this exciting and important stage.



Early Learning Centre program

Pre-Kindergarten

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

Kindergarten

- Early literacy
- French
- Gross motor skills
- Numeracy and early mathematics
- Music
- Physical Education
- Religious and Values Education (RAVE)
- Social and emotional development

Prep to Year 2

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

Early Years Learning Framework

Our Pre-Kindergarten and Kindergarten programs are based on Belonging, Being and Becoming, The Early Years Learning Framework for Australia (EYLF). The EYLF is the guiding national curriculum framework for children from birth to five years of age. Learning is planned for across five broad outcomes.

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

With a strong emphasis on play-based learning the framework supports early childhood teachers to provide a range of learning opportunities through teacher-led, intentional teaching and child-led experiences. Each day children are supported to work on early literacy and numeracy skills, social and emotional development, and to build strong inquiry and learning skills.

Belonging

Children experience belonging through a sense of knowing where and with whom they belong. Belonging acknowledges the interdependence children have with others and the strength of relationships in supporting and defining identity. Relationships are central to our Pre-Kindergarten and Kindergarten programs. In early childhood, relationships are vital to a child's sense of belonging and play a central role in developing who a child is, and who they can become.

Being

Childhood is a time to be. A time to seek out and make meaning of the world. Central to being is a recognition of the importance of children being in the here and now. Early childhood is a time for being present, building relationships and engaging deeply with life's joys, complexities, and everyday challenges. We work to support children to develop strong and secure identities; to see themselves as knowledgeable and confident, and to have a sense of agency as they navigate the world through a lens of the here and now.



Becoming

Early childhood is a time of rapid change; a child's identity is shaped by these rapid changes as their knowledge, skills, capacities, and relationships change also. Becoming reflects this rapid change and the significance of these changes as each child learns and grows, and as each child learns to navigate and participate fully in society.



Pre-Kindergarten and Kindergarten

THE CLASSROOM PROGRAM

Pre-Kindergarten (3 year olds) and Kindergarten (4 year olds) are times of exploration, movement and fun. Children learn best when they feel secure, supported and connected to their surroundings and to what they are learning. Play is an extremely important part of each student's day. In Pre-Kindergarten and Kindergarten, the students observe, question and explore as they play; experimenting and engaging with what they know, challenging their thinking and trying out new concepts. Our skilled and highly trained teachers observe, interact and challenge each boy to continue to learn as they play.

Child-initiated and explicitly planned learning provides opportunities for children to connect, use their senses to practice developing skills, and refine social skills as they learn. We know that children learn best when they have strong relationships with the adults that care for and educate them. Our experienced, well qualified educators have the skills to nurture strong learning relationships with each boy. We work to nurture the developing character of each boy, supporting their sense of self and their sense of belonging to our connected community of learners as they begin to develop and practise many of the skills needed for active participation in the community.

- **Social skills** – learning to wait and take turns, mixing with others, forming friendships, working in a group
- **Learning skills** – ability to comprehend, listen, remember and to solve problems
- **Physical skills** – ability to co-ordinate the body for fine and gross motor skills
- **Emotional skills** – supporting the development of self-regulation

At this stage of schooling, it is especially important to remember that each child develops and learns at their own pace. We provide open ended learning experiences that allow for all our boys to engage and learn in ways that suit their needs as a learner. Children mature and attain competencies at different rates. Throughout the year concentration spans will increase and the students will be able to settle on one task for longer periods of time. There are times when the planned program is modified either in favour of following and expanding on an idea or subject presented by a comment, action or interest of a student, or by that unplanned moment full of potential.

The Pre-Kindergarten and Kindergarten program is strongly linked to the outcomes of the Early Years Learning Framework (EYLF). Our programs are developed to provide opportunities for the students to work towards each of the five EYLF outcomes:

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

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

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



Prep

THE CLASSROOM PROGRAM

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

ENGLISH

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

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

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

HUMANITIES AND SOCIAL SCIENCES (HASS) and SCIENCE

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

HASS

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

Science

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

MATHEMATICS

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

DIGITAL TECHNOLOGIES

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

Years 1 and 2

THE CLASSROOM PROGRAM

The focus in Years 1 and 2 is to continue to develop social skills, as well as a love of learning and experimentation. Sound foundations in literacy and numeracy continue to develop, using methods such as group participation, active learning, following class routines, learning to follow directions, using functional communication and dealing with problems by empowering students to be accountable for their own behaviour.

ENGLISH

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

The students build their knowledge of spelling and grammar conventions and write for a variety of purposes in different genres. They are encouraged to publish their work in a variety of ways and to share their writing with a 'real' audience whenever possible. Formal handwriting lessons are undertaken. The boys are encouraged to practise clear, confident communication – as both speakers and listeners. Reading is a key part of the programs in Years 1 and 2, with emphasis given to the importance of 'fluency' and developing a pathway to link decoding and comprehension. Participation in the Letters and Sounds program continues to underpin this area.

HUMANITIES AND SOCIAL SCIENCES (HASS) and SCIENCE

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

HASS

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

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

Science

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

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

MATHEMATICS

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

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

DIGITAL TECHNOLOGIES

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



JUNIOR SCHOOL (YEARS 3-5)



About the Junior School

The Junior School is for students from Years 3–5. The Australian Curriculum is taught in the Junior School. In addition to their classroom teachers who teach the core subjects, there are specialist teachers in the areas of Music, Health and Physical Education, Library, RAVE (Religious and Values Education), Music, Art, French (as well as Chinese in Year 5).

Co-curricular activities include debating, dance, choir, orchestra, as well as winter and summer competitive team sports.

Individual instrumental music lessons are also available at a cost.

Class sizes are kept to a maximum of 25 students.

Central focuses in the Junior School include:

- A continued emphasis on basic numeracy and literacy skills.
- A continuing development of the understanding of wellbeing, building character, confidence and independence – encouraging boys to be responsible and accountable for their actions and choices and to be resilient.
- Learning to be active, contributing, caring and compassionate citizens knowing that what they do matters in terms of people and their environment, locally and globally.
- Learning to be critical and independent thinkers with inquiry learning at the core of all learning experiences.
- Differentiated learning because every student learns differently, at different rates and has different levels of comprehension.
- Providing a wide, varied, exciting and challenging curriculum so that all students can cultivate a lifelong love of learning.

Special features of the Junior School include:

- Chapel for students from Years 3–5 once a week.
- Get Active program led by Year 5 students numerous mornings a week from 8.30–8.45am.
- Pride Choir for boys in Years 3–5.
- Outdoor Education camping program from Years 3–5.
- Continuation of support programs and Gifted and Talented programs (including subject acceleration).
- Continued links with our sister school, St Michael's Collegiate for social and learning opportunities.
- Continuation of the Social and Emotional Wellbeing Program.
- Leadership program based on the understanding that all boys are leaders. All boys lead the Junior School in the Get Active program. There are also committees where boys have leadership portfolios.



Junior School program

Years 3–5

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



The classroom program

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

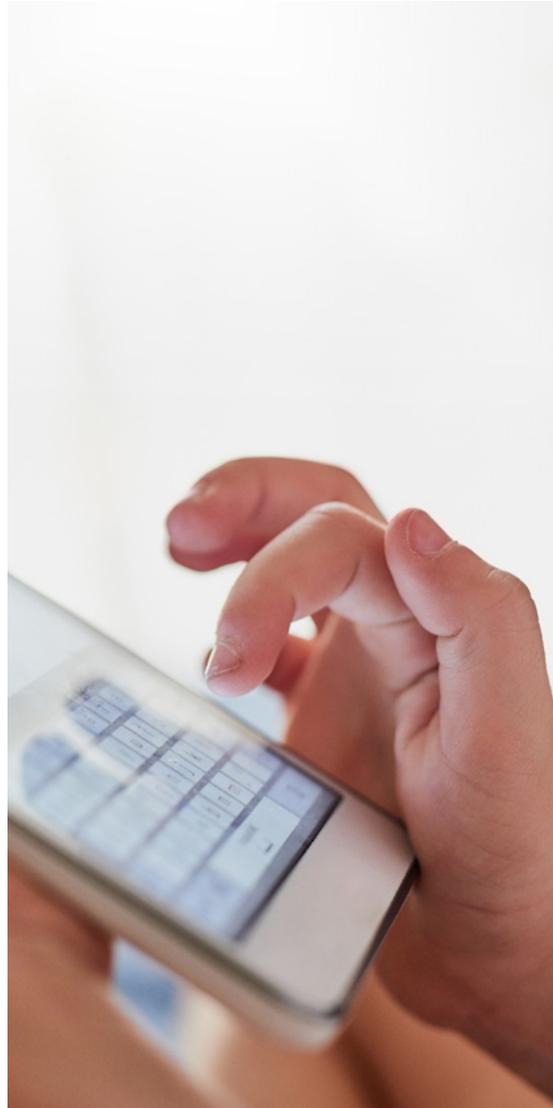
an emphasis on the importance of operating productively, both as an individual and as a member of a group; opportunities to take up a wide variety of music, sport, drama and other co-curricular activities; and the expectation that each boy will accept increasing personal responsibility for his own learning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



Digital Technologies

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

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



English

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

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

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

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

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

The curriculum focuses on how language enables people to create meaning in a broad range of ways. Students have the opportunity to learn language, learn about language and learn through language. As they move through Years 3–5, students will expand their knowledge of language and acquire skills to assist this expansion. They read, view and enjoy a wide range of texts. They respond to texts in increasingly sophisticated ways. They communicate to share ideas, offer advice, opinions and information as well as to respond to others, showing a greater appreciation of different points of view. They use writing and computer technologies with an increasing awareness of more complex text structures and language conventions. They use appropriate communication conventions when listening and speaking and vary their communications, depending on purpose and audience.

Humanities and Social Sciences (HASS)

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

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

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

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

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

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



Mathematics

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

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



Science

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

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

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

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

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





SPECIALIST PROGRAMS



Specialist programs for Pre-Kindergarten to Year 5

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

ART

(Pre-Kindergarten to Year 5)

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





FRENCH AND CHINESE (MANDARIN)

(Kindergarten to Year 5)

Students from Kindergarten to Year 4 learn French and students in Year 5 learn both French and Chinese. Both languages are taught by specialist language teachers. The emphasis is on verbal communication skills, self confidence when speaking in a foreign language and enjoyment. Students develop their knowledge of vocabulary and grammar, and are encouraged to enhance their fluency by participation in activities such as plays and songs. The learning of both French and Chinese is integrated with learning about the culture of the associated country.

HEALTH AND PHYSICAL EDUCATION

(Pre-Kindergarten to Year 5)

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

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

MUSIC

(Pre-Kindergarten to Year 5)

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

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

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

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





OUTDOOR EDUCATION AND CAMP PROGRAM

(Years 2–5)

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

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

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

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

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

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

RELIGIOUS AND VALUES EDUCATION (RAVE)

(Kindergarten to Year 5)

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

SPORT

(Years 2–5)

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

The activities offered include:

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

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

WELLBEING

(Pre-Kindergarten to Year 5)

Wellbeing is a program created to foster resilience in children and young people. It focuses on teaching coping skills to help children and young people respond positively to the complexity of their everyday lives – to have resilience after experiencing sadness, difficulties, hard times and frustrations.



Further enrichment

Many additional activities are offered as non-sport co-curricular opportunities for students to enrich their school experience.

These activities are voluntary and offered at various levels. They are usually conducted at lunchtimes or after school and may include:

- Debating
- Dance
- Chess Club

GETTING ADVICE

Contacts

ELC Reception

(Pre-Kindergarten to Year 2)

T 6221 4313 (9.30am–1.30pm)

Junior School Reception (Years 3–5)

Natassia Smith, Junior School Receptionist
and Administrative Assistant

T 6221 4269 (8.00am–4.00pm)

natassia.smith@hutchins.tas.edu.au

Head of Junior School

Mr Stephen Coventry

T 6221 4237

stephen.coventry@hutchins.tas.edu.au

Executive Assistant to the Head of Junior School

Mrs Kate Woods

T 6221 4335

kate.woods@hutchins.tas.edu.au

School holidays

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

All staff listed on the following pages can be contacted by email at firstname.lastname@hutchins.tas.edu.au or by phoning ELC or Junior School Reception.



| ROLE | STAFF NAME |
|---|--|
| Deputy Head of Junior School – Teaching and Learning | Ms Cath Hogan |
| Deputy Head of Junior School – Pastoral and Administration | |
| Director of Kindergarten and Children’s Services | Ms Naomi Pritchard-Tiller |
| ELC Sports Co-ordinator | |
| Head of Junior Years Sport (Prep to Year 5) | Mr Greg Rowlings |
| Head of Student Support Services | Mr Iain Belôt |
| School Counsellor | Mr Shane McAloon |
| Teacher Librarian | Miss Anna Davidson |
| Library Technician | Mrs Gaye McEwan |
| Art Teacher | Mrs Rebecca Terry |
| Chinese Teacher | Ms Lucianne Watson |
| French Teacher | Mr Jean-Yves Theron |
| Head of Music | Mr Greg Stanton |
| Music Teachers | Mrs Jayne Duffy and Mrs Anna Maguire |
| Chaplain and RAVE (Religious and Values Education) Teacher | Rev Mark Holland |
| ELC Teacher Assistants | Mrs Kylie Browne, Mrs Karen Donohoe, Ms Katherine Perrott, Miss Jemima Robertson, Mrs Melissa Smith, Mrs Jo Triffett and Mrs Megan Watson-Thornbury |
| Outside School Hours Care | Miss Louise Kaden and Miss Densy McInerney |

Below are the classroom staffing allocations for 2022.

| YEAR GROUP | CLASS TEACHER | AIDE |
|--------------------|---|--|
| Pre-Kindergarten T | Mrs Pamela Tonelli-Pirie | Mrs Melissa Smith |
| Kindergarten F | Ms Kate Foster | Mrs Karen Donohue |
| Kindergarten S/P | Mrs Melissa Schramm (Mon–Wed) and Ms Naomi Pritchard-Tiller (Thurs and Fri) | Mrs Megan Watson-Thornbury |
| Prep B | Mrs Maria Blight | Miss Jemima Robertson |
| Prep D | Mrs Stella Daglas | |
| Year 1A | Miss Kaitlyn Atkins | Mrs Kylie Brown/ Ms Katherine Perrott |
| Year 1S | Miss Terry Stokes (four days) Mrs Rebecca Terry (one day) | |
| Year 2B | Ms Erin Barnes | Mrs Jo Triffett/ Ms Katherine Perrott |
| Year 2K | Mrs Gabriella King | |
| Year 3C/F | Mrs Emma Crawford (three days) and Ms Joanne French (two days) | |
| Year 3R | Mr Paul Robinson | |
| Year 4E | Mr Charles Edgar | |
| Year 4M | Mrs Caroline McCreary | |
| Year 4T | Mr Edward Thompson | |
| Year 5S | Mr Mark Stewart | |
| Year 5E | Mr Dean Eddington | |
| Year 5B/M | Mr Scott Marriott (two days) and Miss Amanda Berry (three days) | |

THE PRE- KINDERGARTEN TO YEAR 12 LEARNING PATHWAY

The Pre-Kindergarten to Year 12 Learning Pathway

EARLY LEARNING CENTRE (ELC)

Pre-Kindergarten

Fine motor control skills
Health and Wellbeing
Integrated Studies
Library
Literacy
Numeracy
Physical Education

Kindergarten

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

Prep

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

Year 1

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

Year 2

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



The Pre-Kindergarten to Year 12 Learning Pathway

JUNIOR SCHOOL

Year 3

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

Year 4

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

Year 5

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

The Pre-Kindergarten to Year 12 Learning Pathway

MIDDLE SCHOOL

Years 6 and 7

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

Year 8

Compulsory subjects

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

Elective subjects

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

The Pre-Kindergarten to Year 12 Learning Pathway

SENIOR SCHOOL

Year 9

Challenges

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

Compulsory subjects

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

Elective subjects

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

Year 10

Compulsory subjects

English
Health and Physical Education
History and Religious Studies
Mathematics
Mathematics Alternate Pathway
Science

Elective subjects

Academic Support
Chinese
Digital Fabrication and Technical Design
Digital Technologies
Drama Foundation
English as an Additional Language or Dialect
Foundation Sociology and Psychology
French
Geography
Introduction to Business and Enterprise
Marine Studies
Mathematics Extension 10A
Media Production Foundations
Music Pathways Projects
Outdoor Education
Philosophy
Sport Science
STEM10
Studio Art
Workshop Techniques (wood or metal)

The Pre-Kindergarten to Year 12 Learning Pathway

SENIOR SCHOOL

Years 11 and 12

Academic Support

Accounting ^{PT}

Agricultural Enterprise

Art Production ^{PT}

Art Studio Practice ^{PT}

Australia in Asia and the Pacific ^{PT}

Biology ^{PT}

Business Studies^{PT}

Certificate III Aviation (Remote Pilot)

Certificate III in Fitness

Certificate I in Maritime Operations

Certificate II in Workplace Skills

Chemistry ^{PT}

Chinese

Chinese ^{PT}

Chinese (Background Speakers) ^{PT}

Community Service Learning

Community Sport and Recreation

Computer Graphics and Design

Computer Graphics and Design ^{PT}

Computer Science ^{PT}

Computing

Construction Industry Skill Set

Contemporary Music and Songwriting

Dance

Dance Choreography and Performance ^{PT}

Design and Production (Metal)

Design and Production (Wood)

Drama Foundation

Drama ^{PT}

Duke of Edinburgh's International Award

Economics ^{PT}

Engineering Design

English as an Additional Language
or Dialect

English as an Additional Language
or Dialect ^{PT}

English ^{PT}

English Foundations

English Inquiry

English Literature ^{PT}

English Writing ^{PT}

Environmental Science ^{PT}

Espresso Essentials

Food, Cooking and Nutrition

Food and Nutrition ^{PT}

First Nations Studies ^{PT}

French

French ^{PT}

General Mathematics Foundation

General Mathematics ^{PT}

Geography ^{PT}

Health Studies ^{PT}

Housing and Design ^{PT}

Information Systems and

Digital Technologies ^{PT}

Korean (Background Speakers) ^{PT}

Latin ^{PT*}

Legal Studies ^{PT}

Mathematics Methods Foundation ^{PT}

Mathematics Methods ^{PT}

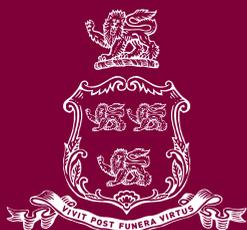
Mathematics Specialised ^{PT}

Media Production Foundations



Media Production ^{PT}
Modern History ^{PT}
Music ^{PT}
Outdoor Leadership ^{PT}
Pathways to Work
Philosophy ^{PT}
Physical Sciences Foundation
Physical Sciences ^{PT}
Physics ^{PT}
Provide First Aid and
Cardiopulmonary Resuscitation
Provide Responsible Service of Alcohol
Psychology ^{PT}
School-Based Apprenticeship and Traineeship
Senior School Outdoor Adventure Camps
Sociology ^{PT}
Sport Science ^{PT}
Studies of Religion ^{PT}
Study and Work Pathways Support Program
Technical Theatre Production
Theatre Performance ^{PT}
UTAS Asian Studies ^{PT}
UTAS Foundation Practical Study ^{PT}
UTAS High Achiever Program (HAP)
UTAS Music Technology Projects ^{PT}
UTAS Object Design
Vietnamese ^{PT*}
Working With Children
Workplace Mathematics
Work Safely in the Construction
Industry (White Card)

* Students wishing to study these languages need to speak to the Director of Teaching and Learning
^{PT} Pre-tertiary subjects are accredited for university entrance



HUTCHINS
ESTABLISHED 1846

THE HUTCHINS SCHOOL

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Tasmania 7005 Australia

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Follow us



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