



THE HUTCHINS SCHOOL ANNUAL REPORT 2018



HUTCHINS

ESTABLISHED 1846



General information

The Hutchins School is an Anglican day and boarding school for boys from Pre-Kindergarten to Year 12. Established in 1846, it is one of the oldest continually operating schools in Australia. The School had an enrolment of 1069 boys from Pre-Kindergarten to Year 12 with 31 boys from Years 7- 12 living onsite in the boarding house. The capacity of the boarding house enables up to 65 students and seven staff to live onsite.

The School is divided into three sub-schools – Early Learning Centre and Junior School, Middle School and Senior School – located on one extensive site in Sandy Bay. The School also owns an Outdoor Education facility at Southport, approximately 100km south of Hobart as well as leasing a property on Marieville Esplanade, Sandy Bay that is used as an Outdoor Education facility specifically for the Power of 9 program and Marine Studies courses. The campuses are co-ordinated and connected with a shared vision, mission and core values.

The School's vision is to provide 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. A culture of leadership and a sense of community and service, based on Christian values, is integral to our vision and mission. Our purpose is to maintain a tradition of challenging students to participate in today's world and prepare them for their future. In so doing we aim to develop young men of character who demonstrate humility, integrity, compassion, courage and kindness. The School's motto of *Vivit Post Funera Virtus* – Character Lives After Death – exemplifies the School's dedication to the building of character, moulded by faith, learning and service to others.

The Hutchins School is a founding-member of the International Boys' Schools Coalition (IBSC) and an accredited member of the Council of International Schools (CIS). CIS Member schools have a commitment to high quality education, are vision-driven and mission-led, have a focus on international-mindedness, and provide students with knowledge, skills and abilities to pursue their lives as global citizens.

Academic application and achievement are valued and celebrated from Pre-Kindergarten to Year 12. A clear scoped and sequenced curriculum provides pathways for success for students in the Early Learning Centre, and Junior, Middle and Senior Schools. The School has a reputation for high achievement with highlights in 2018 including:

- Year 12 students in 2018 achieved a median ATAR of 89.75, with nine students placing in the top 100 students in Tasmania and seven students achieving an ATAR above 99. 24 students were listed 31 times for achieving a perfect score in a pre-tertiary subject.
- Increased vocational education and training (VET) opportunities with 16 VET courses delivered in 2018.
- Students placing in the top 1% of the Computational and Algorithmic Thinking Competition, ICAS Science and ICAS English competition, Australian Geography Competition, Mathematics Challenge for Young Australians and the Australian National Chemistry Quiz.
- The School achieved a 100% Tasmanian Certificate of Education graduation rate for Year 12.
- Demonstrated improvements in NAPLAN results as students move from the Junior School into the Senior School representing a higher levels of improvement compared to respective national cohorts.
- 49% of Year 12 students placed in the top 10% of the State.
- One student was awarded a State award for Outstanding Achievement in Vocational Education and Training



- Internationally boys travelled to Venice, Italy to participate in the International Student Science Conference; Xi'an, China to attend the summer camp at the Northeastern Polytechnical University; Singapore for the Hwa Chong Institution's Student Leaders Conference; the Kennedy Space Station, Florida to compete in the International Space Design Challenge; 17 boys visited China on our biennial language and culture immersion tour; and Raiden Lemon in Year 11 represented Australia at the International Young Physicists Tournament in Beijing, China.
- In Mathematics, seven boys were awarded medals for achieving the highest score in the State for their respective age divisions in the ICAS Mathematics competition. These outstanding results saw Hutchins boys place first in the State in the Year 6, 7, 9, 10, 11 and 12. Seven students also ranked within the top 1% of all candidates in Australian and New Zealand.
- Hutchins teams placed 1st in Year 6, 7 and 12 while Years 8, 9, and 11 placed 3rd in their age division in the Mathematical Association of Tasmania's Maths Relay and five boys placed in the top 1% and three boys placed in the top 0.3% nationally in the Australian Mathematics Competition.
- In ICAS Spelling, Writing and English, Hutchins boys placed first in the State in Years 7, 10, 11 and 12.
- Hutchins won the State ASX Schools Sharemarket game for the third consecutive year and boys placed 1st in Year 11 and in the top three in Years 5, 7, 8, 9 and 11 in the Chinese Speech Competition.

An extensive range of sports and co-curricular activities is available throughout the School that encourages students to participate in team sports as well as develop a commitment to many community service-based activities. Some examples of the breadth of opportunity available to students include a Sailing Academy, Dance Troupe that involves 120 boys, a special program for students in *the Year 9, Power of 9 program* and an Outdoor Education campus at Southport.

In addition to the very high participation rates across the co-curricular program, boys' levels of achievement in co-curricular activities was also acknowledged with highlights including:

- Winning the State title in swimming, hockey, athletics, cricket, Match Racing in sailing and the Junior and Senior aggregate trophies for rowing at the SATIS Head of the River.
- In dance, boys won the Lyrical section, Musical Theatre section and Judges Choice Award in Hobart Dance Life Unite competition qualifying for the nationals. The boys then travelled to compete in the Brisbane Eisteddfod where they placed in three categories from a highly competitive 38 schools.
- In sport, 18 boys represented Australia and 69 boys represented Tasmania across a diverse range of sports.

An ongoing improvement agenda drives all school initiatives and is reflected in the Strategic Plan 2016-2020. The Strategic Plan identifies the goals and strategies which The Hutchins School strives to achieve over the current five-year period. In addition to the Strategic Plan, the School has commenced a Master Planning process for the Sandy Bay site that aims to identify priorities and long-term planning for the continued provision of education facilities that will serve the students of the School for many years into the future. A major project associated with the Master Plan is the commencement of construction in 2019 of four additional classroom in the Middle School and a new dance and drama teaching space.

Guiding Statements

The Hutchins School's Guiding Statements are central to what the School stands for. They are referred to for all decisions made on behalf of the School and form the foundation for the Strategic Plan. The Guiding Statements are reviewed and ratified annually by the School Executive and ultimately by the School Board.

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 the character of boys.

Our goal: The Hutchins School aims to build good men who act with kindness, integrity, compassion, humility and courage.

Our faith: A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values in welcoming and respecting members of all faiths.

Our global intent: 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.

Our commitment: The Hutchins School community is committed to providing an age and stage holistic education with a focus on the wellbeing of boys. We aim to inspire students to be creative and adaptable by providing them with the skills to lead and succeed in their global future.

Our motto: Vivit Post Funera Virtus – character lives on after death – what you do matters.

Faith

A Christian life, as a response to Jesus Christ, is commended and encouraged at The Hutchins School. The School expresses its Christian values in welcoming and respecting members of all faiths.

The worshipping life of the School centres on the Chapel of St Thomas, dedicated and opened in 1971, which has a prominent position on the campus. It is open for private prayer and quiet reflection each day during school time. Each year the Chaplain offers preparation courses to help students decide whether or not they wish to be baptised and/or confirmed. All boys from Pre-Kindergarten to Year 12 attend regular services in the chapel as part of their school life and have the opportunity to play a role in these services.

The Chaplains are very involved in the life of the School through teaching, coaching sporting teams, leading services and creating community service opportunities locally and globally.

Co-curricular program

An expansive co-curricular program is on offer including music, performing arts, debating, sports and the Duke of Edinburgh's International Award. Sport is compulsory for boys from Years 3-12. Cultural, sporting, and performing arts activities are an integral part of holistic education at The Hutchins School and, also support the formal academic teaching program.

The Hutchins School has established links with schools worldwide and continues to explore new opportunities for exchanges. Exchanges range from two weeks to over six weeks. Living in the boarding house of another school or with a family whose son attends that school gives boys a chance to experience a different school life as a local.



Year 9 program

The Power of 9 program aims to develop the skills, passion, the positive attitudes, values and knowledge necessary for planning a pathway to being successful through Years 10, 11, 12 and beyond. The program is undertaken in two parts: the challenge, which is studied over one term, and the classroom curriculum, which is studied over three terms. Study is undertaken at the nearby Marieville Esplanade Campus and challenges students academically, physically, socially and cognitively. Students are given the opportunity to engage in controlled risk taking and to learn more about working effectively as part of a team. The challenge phase culminates in an expedition, one of four that students can choose from – a local community in Tiwi Islands, the pristine Port Davey wilderness (with return by sail training ship), a remote desert community near Alice Springs (involving a community service fundraising component), or to an isolated island off the Tasmanian coast.

Pastoral care

The House system allocates all boys from Kindergarten to Year 12 to one of four Houses. Staff members across the entire school are also allocated a House. Each sub-school runs its House programs differently, combining on various occasions throughout the year in large K-12 assemblies.

The Hutchins School prides itself on the strength of its House system in the Senior School. Mentor groups in each House serve as an opportunity for a smaller, vertical grouping of students from Years 9-12. Mentors within the Senior School are responsible for overseeing the total wellbeing of their boys and for being aware of all aspects of the boys' school life. The mentor's role includes ensuring that each boy feels safe, known and connected to the School community so that their potential may be reached.

Learning with ICT

The overarching goal of the school's ICT Strategy is to enable a safe, secure, highly reliable, yet innovative and blended learning environment which provides all students and staff with the opportunities to learn creatively and just-in-time with ICT.

The School uses a Bring Your Own Technology program for students in Years 5-12. This provides flexible and learner-centred approaches to learning allow teaching staff to integrate quality teaching practices with information and communications technologies in engaging, contemporary and real-world contexts.

International mindedness

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. The Hutchins School has established links with schools worldwide and continues to explore new opportunities for cultural immersion through formal reciprocal exchanges, specific academic extension programs and student leadership experiences.

International academic extension programs are offered to Senior School language students studying French and Chinese, while Science students are annual participants in both the International Student Science Conference



and the Junior Youth Physicists' Tournament. The Hutchins School students have also presented at the Hwa Chong International Student Leadership Convention in Singapore on numerous occasions.

Community

A sense of community plays an important role in any school, and especially in one with such a long and rich tradition as The Hutchins School. The Hutchins community includes the Parents' Association, a strong Old Boy network and The Hutchins Foundation. In addition, there are a number of parent support groups including the Supporters of Rowing and Friends of Music.

Governance

The Hutchins School Board is governed the Christ College Act 1926 and is responsible for the Governance of the School. The Board consists of nine members: the Bishop as Visitor, three members appointed by the Visitor, five members by the Hutchins School Old Boys' Association and one by the Christ College Trust.

The Hutchins School Board is supported in its work by three committees composed of members of the Board. The committees are Finance, Audit and Risk; Property and Development; and Policy and Planning.

Each Board member is appointment for five years, with an option to continue for an additional five years. The current Chairman is Mr Gene Phair.

The Headmaster is appointed by the Board under section 43 of the Act and is responsible to the Board for the activities and operations of the School. The Headmaster is also responsible for the implementation of Board decisions and any matter as may be requested by the Chairman from time to time. The Deputy Headmaster is to be appointed by the Headmaster and in the Headmaster's absence the Deputy Headmaster assumes the duties of the Headmaster.

The Chief Operating Officer is appointed by the Board. The Chief Operating Officer is responsible to the Board through the Headmaster for the financial operation of the School and the implementation of financial management policy. The Chief Operating Officer is also responsible to the Board through the Headmaster for the supervision of all agenda and minutes procedures associated with the conduct of business before the Board and its committees.

The Headmaster, Deputy Headmaster and the Chief Operating Officer are not members of the Board but attend all meetings of the Board and of its subcommittees

The past year has seen The Hutchins School continue to provide a breadth of opportunity across the academic, co-curricular, service, faith, pastoral care and broader community programmes. Student achievement placed boys in the top echelon of performance in academic and sporting fields, while service, faith, wellbeing and character remain firmly at the centre of all of our efforts. The following performance data provides a sense of the breadth of opportunity available to boys over the past year and the level to which many achieved according to state and national benchmarks.



Student academic achievement

The following table demonstrate Hutchins student achievement in the National Assessment Program for Literacy and Numeracy to be generally well above national averages in the highest bands of achievement with student achievement in statistically similar schools being comparable.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	489	422	465	471	449
Year 5	527	458	502	512	502
Year 7	582	526	572	577	604
Year 9	611	541	582	594	630

Selected school's average when compared to all Australian students is:



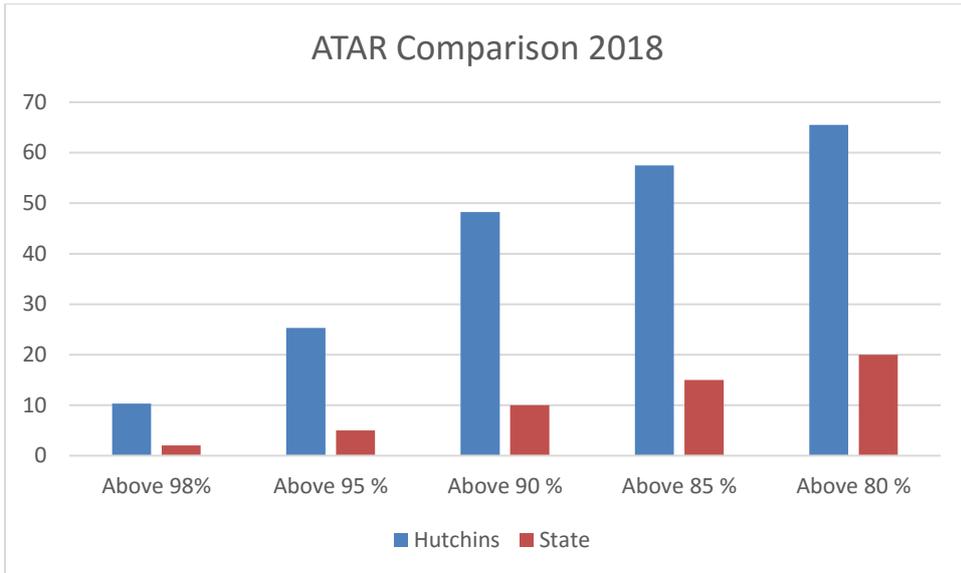
ATAR analysis 2018

In 2018, 84% of our Year 12 students received an ATAR. The median ATAR increased from 85.7 in 2017 to 89.75 in 2018.

Of the boys awarded an ATAR in 2018 students achieved the following:

- 10.34% of students achieved a score of above 98.00.
- 25.29% of students achieved a score of above 95.00.
- 48.28% of students achieved a score of above 90.00.
- 57.47% of students achieved a score of above 85.00.
- 65.52% of students achieved a score of above 80.00.

This is represented in the graph below including a comparison in the State.



This implies that, 10.34% of students who received an ATAR were in the top 2% of the State or had an ATAR above 98. Also, 65.52% of students who received an ATAR were in the top 20% of the State.



Vocational Education and Training – qualifications completed

School-based apprenticeships and traineeships: 1

Enrolments	Qualifications completed
Engineering and Related Technologies Total: 12 ▼	
Mechanical and Industrial Engineering and Technology	3
Certificate I	-
Certificate II	3
Certificate III	-
Certificate IV	-
Other	-
Maritime Engineering and Technology	9
Certificate I	8
Certificate II	1
Certificate III	-
Certificate IV	-
Other	-
Health Total: 1 ▼	
Veterinary Studies	1
Certificate I	-
Certificate II	1
Certificate III	-
Certificate IV	-
Other	-
Society and Culture Total: 4 ▼	
Sport and Recreation	4
Certificate I	-
Certificate II	-
Certificate III	1
Certificate IV	-
Other	3
Food, Hospitality and Personal Services Total: 7 ▼	
Food and Hospitality	7
Certificate I	7
Certificate II	-
Certificate III	-
Certificate IV	-
Other	-



A record of all 2018 student academic activities and achievements and co-curricular activities and achievements can be found in the fortnightly newsletter, Communiqué (which is archived and published on the School's website), in semester publications of Magenta & Black and in the School's annual magazine, Virtus. Magenta & Black and Virtus are mailed to all Hutchins community members and affiliated schools, parents, carers student families and to staff. Copies are available on request at Reception

Student and staff satisfaction

Surveys of parents/carers, students and staff are conducted biennially. The most recent surveys were completed in September 2016. The results of the survey are published in the School's newsletter and summarised below using the following colour codes to group data:

■ Excellent	■ Good score	■ Requires attention	■ Immediate action	■ Above average	■ Below average
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1. Summary of parent responses by key area

The graph and table below provide a summary of the total student responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.

Key Area	Satisfaction	Variance
Resources + Facilities	4.38	7%
Learning Environment	4.37	7%
Co-curriculum	4.35	7%
Curriculum	4.23	4%
Values + Culture	4.14	1%
Teaching Standards	4.12	1%
Leadership + Direction	4.12	1%
School Communication	4.06	0%
Student Engagement	4.06	0%
Parent Engagement	4.06	0%
Reporting	3.98	-2%
Student Transition	3.94	-3%
Learning + Extension	3.92	-4%
Pastoral Care/Wellbeing	3.90	-4%
Homework	3.81	-7%
Average Score	4.08	



2. Summary of student responses by key area

The graph and table below provide a summary of the total student responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.

Key Area	Satisfaction	Variance
Co-curriculum	4.30	12%
Reporting	4.18	9%
General	4.04	5%
Student Engagement	4.02	5%
Student Transition	4.01	5%
Values + Culture	4.00	4%
School Communication	3.99	4%
Resources + Facilities	3.92	2%
Learning	3.88	1%
Teaching	3.78	-1%
Leadership + Direction	3.73	-3%
Curriculum	3.63	-5%
Environment	3.45	-10%
Behaviour	3.40	-11%
Homework	3.40	-11%
Parent Engagement	3.39	-11%
Average Score	3.83	

3. Staff summary of responses by key area and sub-school

Key Area	Avg	ELC		Junior School		Middle School		Senior School		>1 School sector	
		Score	Var %	Score	Var %	Score	Var %	Score	Var %	Score	Var %
WH&S	4.26	4.20	8%	4.38	12%	4.33	11%	4.24	9%	4.25	9%
Resources	4.14	3.97	2%	4.15	6%	4.38	12%	4.21	8%	4.11	5%
Procedures	4.13	3.83	-2%	4.38	12%	4.33	11%	4.03	3%	4.16	7%
Staff Engagement	4.10	3.97	2%	4.30	10%	4.46	14%	3.98	2%	4.09	5%
Team Leadership	4.10	3.21	-18%	4.15	6%	4.42	13%	3.91	0%	4.27	9%
Organisation	4.08	4.00	3%	4.35	12%	4.46	14%	3.89	0%	4.08	5%
Teamwork	4.08	3.51	-10%	4.08	5%	4.42	13%	3.98	2%	4.17	7%
Work/Life Balance	3.94	3.87	-1%	4.04	4%	4.21	8%	3.82	-2%	3.95	1%
Empowerment	3.91	3.53	-9%	3.85	-1%	4.29	10%	3.89	0%	3.94	1%
School Leadership	3.81	3.76	-4%	4.00	3%	4.00	3%	3.68	-6%	3.81	-2%
Equality	3.70	3.23	-17%	3.96	2%	4.13	6%	3.39	-13%	3.79	-3%
Training/PD	3.66	3.60	-8%	3.84	-2%	3.82	-2%	3.54	-9%	3.67	-6%
Recognition	3.56	3.30	-15%	3.96	2%	4.00	3%	3.39	-13%	3.55	-9%
Career	3.48	3.42	-12%	3.85	-1%	3.42	-12%	3.32	-15%	3.49	-11%
General	3.47	3.50	-10%	3.58	-8%	3.83	-2%	3.20	-18%	3.51	-10%
Communication	3.40	2.90	-26%	4.04	4%	3.67	-6%	3.17	-19%	3.44	-12%
Average Score	3.90	3.65	-6%	4.09	5%	4.20	8%	3.77	-3%	3.93	1%



Student attendance and retention rates

The table below shows the student attendance rate and student attendance level for students from Years 1-10 at The Hutchins School. Information is reported as Semester One and Term 3.

Semester One

Student attendance rate	Percent ¹
All students	95%
Indigenous students	-
Non-Indigenous students	-

Term 3

Student attendance rate	Percent ¹
All students	92%
Indigenous students	-
Non-Indigenous students	-

Student retention rates

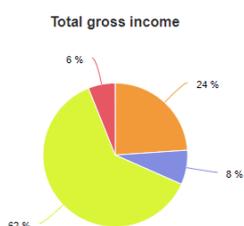
Student retention rate across the school (Kindergarten to Year 12) are consistent across the school with 95% of students enrolled at the commencement of the 2017 academic year returning in 2018. Changes in family financial situation was cited as the main reason for non-continued enrolment. The total school enrolment was slightly lower for the commencement of the 2018 school year compared to the same time in 2017 with enrolments moving from 1062 in January 2017 to 1050 in January 2018.



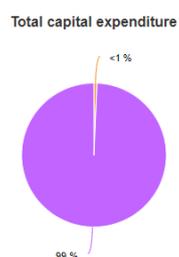
School funding 2018

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	5,768,559	5,376
State / territory government recurring funding	1,860,934	1,734
Fees, charges and parent contributions	15,019,956	13,998
Other private sources	1,456,798	1,358
Total gross income	24,106,247	22,466
Less deductions	2,507,025	2,336
Total net recurrent income	21,599,222	20,130

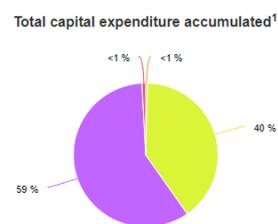
Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	7,180	21,057
State / territory government capital expenditure	0	0
New school loans	0	1,977,850
Income allocated to current capital projects	1,075,200	2,924,330
Other	0	40,857
Total capital expenditure	1,082,380	4,964,094



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



¹ Accumulated capital expenditure is the sum of three consecutive years.



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ESTABLISHED 1846

THE HUTCHINS SCHOOL

71 Nelson Road, Sandy Bay

Tasmania 7005 Australia

T (03) 6221 4200

info@hutchins.tas.edu.au

www.hutchins.tas.edu.au

Follow us



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

ABN 91 133 279 291 CRICOS 00479F