



MAGENTA & BLACK

THE HUTCHINS SCHOOL MAGAZINE
N° 111 – Winter 2020



WELCOME

BACK

BOYS!

Welcome to our Winter 2020 edition

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Nº 111 – Winter 2020

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WITH SPECIAL THANKS TO

Josh Lamont, Sam Volker, Miss Alice Scott, Mr John Groom,
Power of 9 staff, The Hutchins School Parents’ Association and
our parents and carers for providing so many fantastic photos.
Ms Katie Richardson for proofreading and to all students, staff
and Old Boys who have shared their stories.

Cover Roary with Prep students Harvey Gilmore and Felix Fox

What makes a good school?

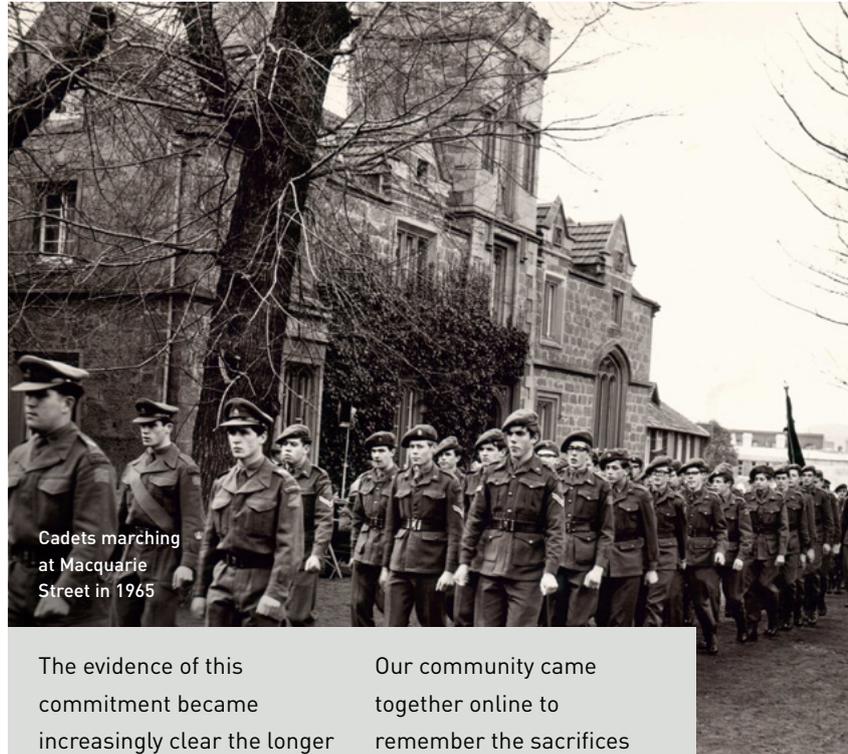


From the
Headmaster

DR ROB MCEWAN Headmaster

This question was answered in part by our parents and carers last year when identifying the reasons for choosing The Hutchins School for their son. The 470 parents/carers who responded to the whole school survey identified the quality of teaching as the most important factor, very closely followed by a focus on student wellbeing within a safe and caring environment. With 98% and 96% of parents/carers respectively indicating their expectations of these two most important factors had been met or exceeded, we as a school could, unwisely, become complacent in our efforts to provide the best learning and pastoral support for our boys as possible.

The true measure of both a community's and an individual's character and capacity are revealed when faced with challenge. The unprecedented disruption to the boys' holistic school experience that resulted in all co-curricular activities, excursions, camps and events cancelled, and classes moving to home-based learning for up to eight weeks proved the ultimate test of our ability to deliver quality teaching and genuine pastoral care for boys. Recognising there are no blueprints or previous experiences on which to draw upon, our staff committed to making their very best effort to support boys learning and wellbeing remotely.



Cadets marching at Macquarie Street in 1965

The evidence of this commitment became increasingly clear the longer home-based learning continued. Teachers were in a constant cycle of planning, implementing, reviewing and refining their efforts until the best solutions were found.

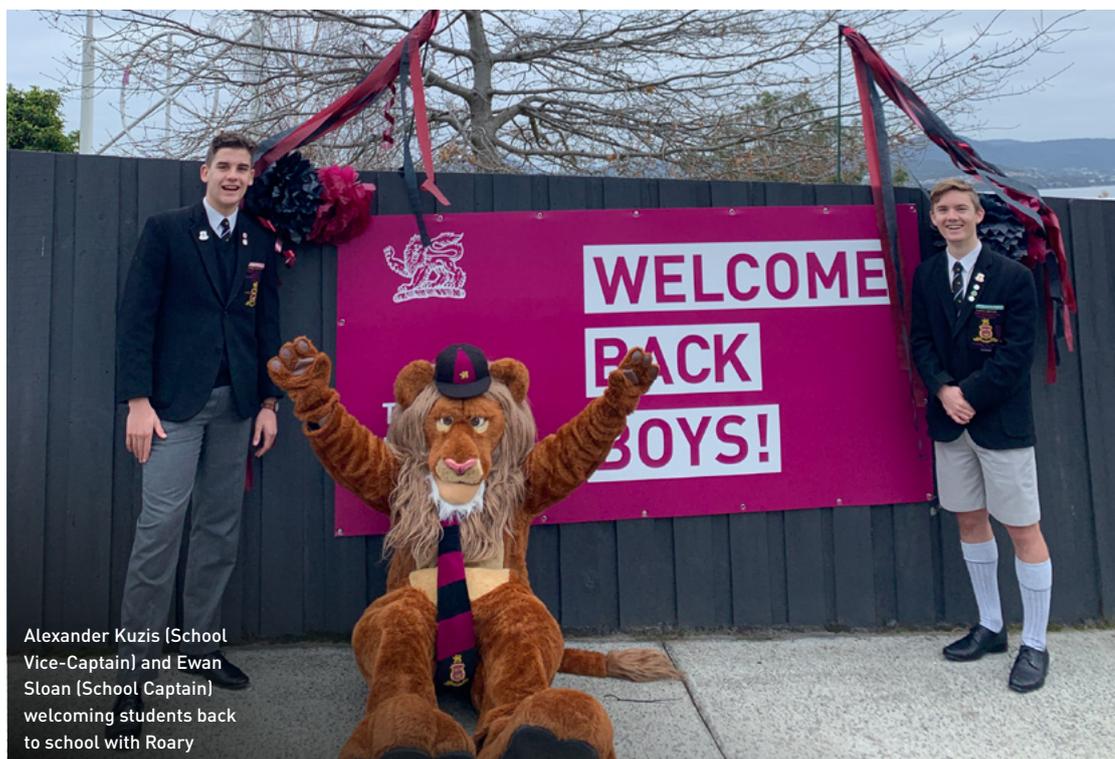
Evidence of this effort and care can be found in the personalised and generous sharing of time to support and guide boys in their learning, provide feedback to parents/carers and even deliver learning packs to family homes when parents/carers were unable to collect materials from school – much of this occurring well beyond the hours of a typical school day.

Our community came together online to remember the sacrifices made by Australian servicemen and women in over 100 years of service at this year's school Anzac Day Service. Boys embraced many of the unique and original ideas initiated by staff to remain connected as a community including a whole school Cross Country event that saw 960 boys run in local neighbourhoods wearing their House or Hutchins sport shirt, recording their distances using a GPS tracking app. Remarkably, boys ran a total of 7,782 kilometres collectively. 330 boys ran over 10 kilometres while 40 boys covered over 20 kilometres.

Distances far greater than they would have run at the normal Cross Country event. The 40-hour Year 8 SOLO Isolation Challenge, Physical Activity and Community Service Challenge, and virtual excursions for Pre-Kindergarten and Kindergarten boys to Lambert Park were examples of staff innovations.

Notwithstanding the efforts and initiatives of staff, there is no substitute for face-to-face interactions. Teaching and learning is relational. No technology of latest fad can replace a teacher's ability to encourage, inspire, support and direct a student's learning. It is for this reason, Monday 25 May and Tuesday 9 June will remain two highlights of 2020, as we warmly welcomed back boys on campus.

The past semester highlighted what we already know, our buildings and outdoor spaces are not what makes Hutchins a special place. It is our people – the boys, their families and our staff. Communities are bound by shared values and a sense of connection and belonging with each other. Our strong sense of belonging and community was strengthened during a period of forced physical separation.



Alexander Kuzis (School Vice-Captain) and Ewan Sloan (School Captain) welcoming students back to school with Roary

Returning to the question, what makes a great school? The answer was made abundantly clear during the period of home-based learning – it is the quality, care and commitment of its staff. I believe, our teachers' collective quest for excellence, tireless dedication to the boys and genuine regard for the wellbeing of the boys makes Hutchins a great school. 🦁



Luke Roehrer (Year 5) participating in an online cooking class with Mrs Kate Nunn



Year 8 students
Ryan Sherman
and Toby Blight



Mr Richard Davies

From the Deputy Headmaster/
Head of Senior School

Embracing change

MR RICHARD DAVIES Deputy Headmaster/Head of Senior School

One of the most regular features of this role and many of my prior jobs has been introducing change and supporting others as we integrate something new into our practice. There has been a huge amount of research into how to effectively plan, implement and embed change across the world – part of my training has encompassed an enormous amount of reading on the topic, Lewin and Kotter being some leaders in that field over the last 70 years who I have studied. A large amount of the advice around change suggests clear phases of planning, getting people on board and implementing the initiative, and yet the last few months have demanded an entire paradigm shift of our entire school community within the space of four weeks. Not something the training material recommends!

During this time, I have been privileged to be able to sift through the data (I am a Maths teacher so I genuinely enjoy this type of thing) that encompasses the feedback from our parents, carers, students and staff to the first eight days of the sea change. The one thing that has struck me during this time is the incredible amount of resilience, positivity and creative thinking that has been endemic through all the replies we have received. It has been truly a communal effort that has allowed this change to work so well, so quickly.

The conclusion that I have been able to draw from this crisis is how lucky we are to be part of a community that has reacted with the sole aim of ensuring the welfare – mentally, physically and academically – of all the boys and young men in our care. At the time of writing this, the duration of the current learning model is unknown, but however difficult that is, I am extremely thankful that we can, as a whole community, rest assured that this change has brought us closer together (metaphorically!) and that this shared experience will enable us to appreciate what we have all the more when we physically meet again. 🍀

Our theme in the Junior School for 2020 is 'Connections'. Early in Term 1, our discussions around this focused on connections through relationships at home and at school, and connections within the Junior School through the subjects we teach and the way the boys learn. However, now halfway through the year, the theme of Connections in 2020 has a whole new meaning. With a sudden move into home-based learning at the end of Term 1 due to COVID-19, our entire school community experienced an unprecedented shift in education as we moved to a home-based learning model and the importance of maintaining strong connections became more critical than ever.



Mr Stephen Coventry

Connections

MR STEPHEN COVENTRY

Head of Junior School

Home-based learning was a challenging experience for us all but has been a unique opportunity for families to better understand their children as learners and for us to strengthen the connection between home and school learning – an unexpected positive by-product of this experience.

As the days and weeks of home-based learning progressed, lessons were learnt. It was apparent the qualities of a learner that we value that Hutchins were critical in successful home-based learning – resilience, self-motivation, the student as an inquirer and striving to achieve one's personal best. In addition to this, the boys demonstrated a remarkable ability to adapt and change, making great strides in developing their skills as independent lifelong learners.

Gatsby Dean (Year 3)



The scale of preparation and planning by teaching staff was exceptional during home-based learning, with innovative approaches across all our year levels. As well as pre-recorded and live lessons, and instructions along traditional learning lines, Pre-Kindergarten and Kindergarten boys had virtual tours of our adjacent bush land, many of our younger year groups had online story and singing time, there were online Art lessons for older students, online instrumental lessons, home-based Physical Education challenges – all achieving the critical objective of ensuring strong connections between home and school, and between the boys, continued while working remotely.



From the Head of Junior School

(above) Lucian and Orson Magnus (Pre-Kindergarten and Year 2)
 (left) Thomas Schaufliege (Prep)
 (below, right) Luke Roehrer (Year 5)

One of the most memorable experiences of home-based learning was our Cross Country and Wellbeing Day, with participation of close to 1,000 boys across the School. The city was awash with boys of all ages exercising (while observing social distancing guidelines) in their House colours, enthusiastically greeting each other and members of the community – doing their best to support the House they are affiliated with. The day will certainly be a long remembered.



Our return to school in late May, after home-based learning concluded, had an excitement and enthusiasm like no start to a term we have ever seen.

There were many valuable lessons to be learnt from our time in home-based learning, but the importance of strong connections, friendship and family were clearly highlighted as being more important than ever. 🐼



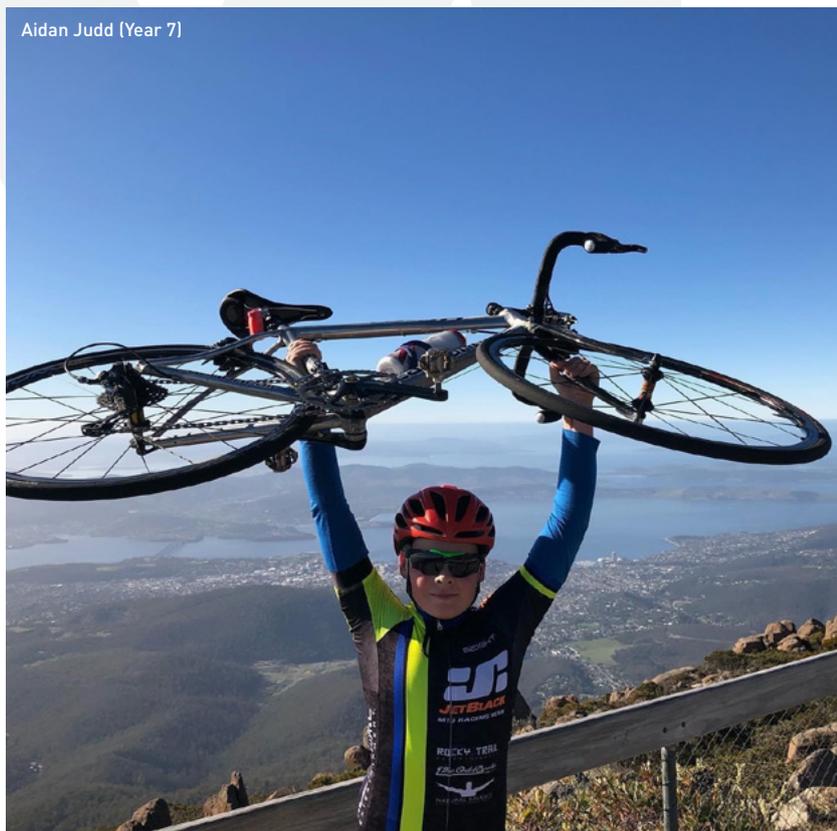
(above) Felix Harvey (Year 5)
 (left) Phoenix Deliu (Year 4)

Usually, at this time of the year, I would be sitting down to write a summary of all the wonderful events happening in the Middle School. This year things have changed, and the obvious events, carnivals and performances have temporarily ceased whilst we shelter from the COVID-19 storm. Whilst the school-based events have stopped, there are still plenty of wonderful things occurring, although they be somewhat hidden from view.



Mr Ken Kingston

Learning has moved online, at home, with family. I have been impressed with the way boys and their families have taken time to maximise this as a time for learning and growth. We have always encouraged our students to be creative, look to challenges as opportunities for learning and personal growth and be resilient. The self-isolation and home-based learning challenges us all to put these virtues into action.



Aidan Judd (Year 7)

What's been happening in Middle School?

MR KEN KINGSTON (187) Head of Middle School

An example of Middle School boys stepping up to the challenge was the joining of The Hutchins School Strava group and challenging themselves to get fit. This was especially evident in the great participation during the recent Cross Country event with almost all boys doing some exercise for their House. As I rode around my local bike track, I came across 11 students in House tops running or walking, showing great commitment and participation. I have also seen some great photos of new domestic skills being honed during the extra time spent at home. Boys learning to use the lawnmower, dishwasher, washing machine and vacuum cleaner!

More impressive has been some great culinary achievements. Some excellent home chefs are in the making. One photo of an impressive pavlova in 7RGA had me drooling. I have also seen home renovations, gardening and building a new desk. Others have built mountain bike tracks, jumps and obstacle courses in their backyards. For the colder days, boys have also completed giant jigsaws, learned new card or board games, as well as read some 'really thick' books. A few students have challenged themselves to learn a new musical instrument or even a complicated piece on their instrument of choice. Yuning (Kevin) Shen in 7SSL, has almost mastered Beethoven's 5th Piano Concerto.



(above) Frank Kennedy
(Year 7), Cross Country
(right) Charlie Fiedler
(Year 7), baby chicken
(left) Thomas Mansfield
(Year 7), Cross Country



What has impressed me most is the positive growth that the 'crisis' has inspired our students and families to experience. When boredom motivates us to learn, time in front of a screen inspires us to exercise outdoors and being with family helps us build connections we all grow and reap the rewards. By adapting to change, overcoming difficulties and challenging ourselves to learn, we will grow through the crisis and emerge more resilient.

According to the research of leading psychologist, Susan Kobasa, there are three elements that are essential to building resilience: challenge, commitment and personal control. This time of home-based learning has enabled our boys to build resilience during an event they have no control over. It is a time of new challenges and where a commitment to core values, relationships and personal goals will turn this time into something positive and inspiring. 🐾

When Mr Sam Manson, Mr Mike Conacher, Mr Martin Chambers and I accepted the positions of Assistant Heads of Senior School, little did we realise that these positions would immediately be stress-tested by a malevolent virus. As we move towards the end of home-based learning, I have asked my colleagues to reflect on their observations and learnings from this weird and concerning time.



Mr James McLeod

A culture of gratitude

MR JAMES MCLEOD Assistant Head of Senior School (Thorold House)

Mr Manson has said that many of us resist change. Our reasons are understandable: we are busy, things are good, we do not have time, and we do not see the need. With an unfathomable severity, in a few short weeks, change has been forced upon us. In response, however, Hutchins has demonstrated courage in rapidly and decisively acting to adapt and thrive. The School's leadership team has made timely and considered decisions, teachers have adopted new technologies and practices, and families have re-scheduled their lives to ensure their son's engagement. Students have embraced learning, taken responsibility, become self-reliant and exhibited formerly unawakened character traits. Mr Manson asks, what more can we achieve with such a courageous mindset?

Charlie Younger (Year 9)





Year 9 students James Greenaway and Sheng-Yuan Lynch

Mr Chambers tells me that although home-based learning has presented many challenges, he has been surprised by the differentiated learning opportunities that have become available. In his Digital Technologies classes students have been enrolled in self-driven programming courses which enable boys to learn at their own pace. Mr Chambers has been amazed at the progress being made and interestingly he has observed several students completing more than usual. This, in turn, has allowed him more time for differentiated teaching. A win-win situation for sure!

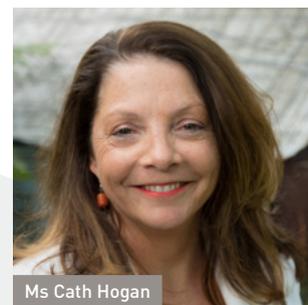
Mr Conacher has found that despite many people craving physical reconnection, some families in isolation have found themselves developing gratitude for the things they most value in life. His hope is that as life becomes busy again, this culture of gratitude continues to flourish. In a personal sense, he has found much to be grateful for. Not only does practicing gratitude have health benefits, it also strengthens community awareness and connectedness. He wants our boys to be active, aware, community-minded and willing to contribute. A culture of gratitude is a great thing to come out of this time.

Earlier in the year a student in my House (Thorold) was struggling. Many people attempted to help him; so much so, that a brave and kind friend approached this boy's mentor and asked if we could stop flooding him with our concern as he seemed overwhelmed. We adjusted our approach and he responded well. Then along came the virus and both his friend and I were apprehensive about this boy schooling in isolation. Initially he appeared overwhelmed and disconnected and this time his friend quietly reached out to him and brought him on board. He is now flourishing and forever grateful to his mate. It is a good story.

These short reflections on a crazy time reinforce that courage, gratitude, acknowledging differences and kindness are essential positive human behaviours, no matter what the circumstances. 🌟

21st century learners

MS CATH HOGAN Deputy Head of Junior School – Teaching and Learning



Ms Cath Hogan

This time last year I wrote about our involvement in the da Vinci Decathlon competition at the State and national levels. My article highlighted the amazing opportunities afforded to our boys. The constant practice of higher order thinking and extremely challenging tasks was coupled with the necessity to think critically and creatively. The Decathlon required continuous problem solving, not just for the tasks themselves but in terms of each of the team’s work habits, skills and personalities. The absolute need to persevere and the overriding need to recognise that each boy’s contribution was critical to the success of the team.



A year on, COVID-19 has seen the cancellation of not only events such as the da Vinci Decathlon competitions in Hobart and Sydney, but also of life at Hutchins as we know it. More than ever our current predicament has called for our teachers, boys, school leaders and parents/ carers to exhibit the exact same skills required in a Decathlon team – critical and creative thinking, and problem solving when confronted with challenging situations and the fundamental need to work as a team.

Pressures on families and teachers has been immense, resulting in an unprecedented necessity to work in complete partnership. Both parties have had to be creative in their problem solving as home-based learning became a reality. Teachers worked within their year level teams to critically examine the curriculum, prioritising the ‘need to knows’, whilst problem solving ways to differentiate to all boys within their class through various online platforms selected to match age and stage. Teachers have continued to develop engaging, stimulating and fun learning activities, and despite all the challenges, our boys continue to amaze and delight us with what they produce. While the thought of seeing our school back to ‘normal’ keeps us going, there is much we can take away from this experience and build upon to ensure we truly are 21st century learners. 🦋



(above, top) Alexander Maharaj-Bopf (Year 2)
 (above) Mrs Nicole Bury, Year 1 teacher
 (right) Ryan Xu (Year 1)

The real test of character is what you do when no-one is watching

MR IAIN BELÔT Head of Teaching and Learning (Years 7-12)

The genuine test of culture is whether it produces character. Hutchins has a tenacious culture of learning. By this I mean, 'We will be who we are despite the challenges!' The School motto, 'Character lives on after death', interpreted as 'What you do matters' is the foundation for a culture of excellence.

The impact of COVID-19 on our society and community possessed the potential to severely diminish academic performance. At the time of writing our whole school has been pursuing home-based learning for a little over four weeks. This is an unprecedented interruption to learning.

Learning has thrived despite the dislocation. The pursuit of learning in this new environment was tenacious, purposeful and collective.

The response of the teaching staff was beyond professional. Taking ownership for the progress of students is nothing new and consequently, the staff were immensely capable of vaulting the new challenges in communication and structure. They proved themselves to be lifelong learners in new ways. They gathered together in physical and virtual rooms to embrace new technologies, reframe expertise and envision new learning experiences.



Mr Iain Belôt



Year 12 students Oliver Luders and Clancy Pickering

The context provided students with further momentum to be active participants in their own learning. The example being established by the senior students is a most persuasive and affirming contributors to the culture of learning. They demonstrated resolve in remaining steadfast to the process of content mastery by adapting to the different communication and responsibilities required in home-based learning.

Prefects led the Anzac Day commemoration and students stood in their loungerooms at home to express honour: they sang hymns and anthems, and they kept silent vigil.

Students organised their work environments at home, connected to learning as requested and sought out extra support. These private behaviours are the very evidence of who we are.

This culture of character begins in homes. The synergy of values is why parents/carers choose Hutchins. The School grows thinking, learning, engaging a purposeful future, and character.

Once the culture at school has influenced students, then the character is formed to live and behave no matter where you are.

The interruption COVID-19 made to day-to-day learning at school also proved that the learning culture of Hutchins is thriving. 🦋

Staying connected

EWAN SLOAN School Captain



Ewan Sloan

Due to recent events, the Prefect body has had little opportunity to express our theme for the year, 'Connections'. In normal circumstances, the Prefect body capitalises on opportunities such as keynote speeches and school events to discuss their given topic. By matter of coincidence, in this time of uncertainty the importance of our theme has grown in significance and therefore it is important that we all take the time to reflect on our own connections and how they can be maintained for the benefit of ourselves and others.

Throughout the transition to home-based learning, students have had fewer opportunities to connect with friends and people whom they would normally meet with on a near daily basis. This of course extends further than just students but also affects teachers, staff and parents/carers throughout our community. Thanks to technology, I have enjoyed maintaining contact with my friends and extended family by playing games, having a call or doing work; this however cannot completely fulfil our human need for connection. It remains important to stay in touch with the world around you. Exercising is one way of achieving this, as can just getting out of the house for a walk. Both can do wonders for our mental health.

The Prefect body have several initiatives that aim to help improve the opportunities for student and staff connections within the School. The first of these is the commencement of a student social stream on Microsoft Teams. This has allowed students, and staff members if they wished to take part, in a series of challenges with photographic or video footage, with winners shared on Hutchins social media platforms. This also opened more opportunities for students to have conversations with Prefects about anything they should wish, and mental health contacts if required. Opportunities such as these allowed us to grow and involve all campuses across Hutchins, so that we could all maintain connections despite our absence from campus. 🐾



Victor Elliott and
Austin Brown [Prep]

Semester One Sport snapshot

MR JASON BERRY ('98) Director of Sport

Semester One provided a truly unique sporting experience for students and staff. COVID-19 restrictions changed the plans of many of our teams who were preparing for final roster games and State championships at the end of Term 1.

Our First Eight rowers had recorded some fantastic times leading up to the Head of the River and National Championships, and our sailors were also in great form in readiness for the Team and Match Racing series. Students in our young First IV tennis team were dominant in the SSATIS roster and were looking forward to competing in the SSATIS finals. Junior basketball teams were performing strongly in SSATIS competitions as were teams across a wide variety of other sports.

Congratulations to all students for their determination, enthusiasm and understanding in a challenging start to the year. Thank you must also go to all staff and coaches for the professionalism, understanding and pastoral care that they continued to show.

SSATIS SWIMMING CARNIVAL

Hutchins Middle and Senior School students performed exceptionally well at the SSATIS Swimming Carnival at The Doone Kennedy Hobart Aquatic Centre on Wednesday 11 March.

Hutchins students won both the Junior and Aggregate Shields, placing in all year level pennants and won the U14 and U16 pennants. The highlight of the day occurred when Tomasz Rybak (Year 8) broke the longstanding U14 50m Freestyle record (previously held by '98 leaver, Beau Mannix). Tomasz held the record for one race before the record was broken again.

Congratulations to Liam Duffy (Year 8) for winning the Boys U16 50m Breaststroke, Boys U16 100m Freestyle and Boys U16 50m Butterfly finals. Congratulations also to our U14 and U16 4x50m Freestyle Relay teams.

FIRST XI SATIS CRICKET FINALISTS

Students in the Hutchins First XI won the right to play against Guilford Young College (GYC) in the SATIS cricket final. After bowling first, Hutchins had GYC well and truly on the ropes, dismissing the highly skilled team for 102 runs.



Bowling honours went to opener Harry Jones (Year 12) with 5 for 26 off 10.4 overs, ably assisted by three wickets from Captain Thomas Willoughby (Year 12) and two wickets from Louis Smith (Year 9).

After an enthralling run chase, Hutchins were sitting confidently on 7 for 91 on the back of 42 runs from Thomas Willoughby. Requiring a further 11 runs with three wickets in hand, Hutchins unfortunately fell to the unrelenting pressure from GYC. Congratulations to all players for a fantastic season and hard fought final. Thank you to coach Richard Allanby ('89), Assistant Coach Tim Scott ('93) and Teacher-in-Charge of Cricket Mr Travis Little.

SPORT@HUTCHINS GOES VIRTUAL

As the sporting landscape changed at the start of Term 2, we took our annual Cross Country event online. Whilst respecting COVID-19 regulations, students were asked to run or walk in their House coloured tops, with every kilometre going towards their House totals.

The afternoon was then filled with F45 Zoom workouts facilitated by Hutchins Old Boy, Jordan McCreary ('09) and Outdoor Education activities for younger students.

It was a remarkable day. Congratulations to all students and families for some unbelievable results.

Cross Country – by the numbers

960 students participated from Pre-Kindergarten to Year 12
7,782km – total distance covered from Pre-Kindergarten to Year 12
330 students travelled beyond 10km
40 students travelled beyond 20km
30.2km – longest Strava verified run
1,033km – most distance covered by a Year Level (Year 8)
2,114km – most distance covered by a House across Pre-Kindergarten to Year 12 (School House)
670km covered in the ELC
2,044km covered in the Junior School
1,934km covered in the Middle School
3,133km covered in the Senior School 🏆

In addition to representing the School in a large variety of co-curricular offerings, the following students were selected in representative teams across a range of sports and activities. Congratulations to all involved.

ATHLETICS

- **Timothy Mitchell** (Year 10) U18 High Jump State Champion at the 2020 Tasmanian U18, Open & Masters Track & Field Championships. Timothy was then selected for the Tasmanian State Team set to compete in the 2020 Track & Field Nationals in Sydney
- **Edward Golding** (Year 11) won the 2000m steeple at the Victorian Athletics Championships. Edward was also selected in the State team to compete in the 2000m steeple at the Junior National Athletics Championships in Sydney
- **Isaac Bonsey** (Year 8) selected for 1500m and 3000m at the 2020 Australian Track & Field Championships. Silver medal in U16 mens 1500m and Gold medal for Javelin U16 mens at the 2020 Tasmanian Age Track & Field Championships. Bronze medal in U18 mens 800m and gold medal in U18 mens 1500m at the 2020 Tasmanian Track & Field Championships
- **Samuel Essex** (Year 8) Silver medallist in the State U15 triple jump at the Tasmanian Little Athletics Championships
- **Travis Round** (Year 7) selected in the Tasmanian State Primary Team that competed at the School Sport Australia Track & Field Championships in Darwin. Travis competed in the 200m, Shot Put and 4x100m Relay
- **Sebastian Archer** (Year 6) Silver medallist in the U12 1500m walk at the Tasmanian Little Athletics State Championships
- **Oscar Atkinson** (Year 6) Gold medallist in the U12 100m relay at the State Relay Championships
- **Jude Archer** (Year 4) Gold medallist in the U10 Discus at the Tasmanian Little Athletics State Championships

AUSTRALIAN RULES FOOTBALL

- **Riley Ashlin** (Year 12) Tasmanian Devils State U18 Team
- **Nicholas Steele** (Year 7) Tasmania State U12 boys team at the National School Sport Association Carnival in Western Australia

BADMINTON

- **Declan Ee** (Year 9) recipient of the Local Sporting Champions Grant awarded by the Australian Sports Commission in 2019

BASKETBALL

- **Luke Harris** (Year 9) U16 State Future Development Program – Basketball Tasmania
- **Tommy Stewart** (Year 7) and **William Christie** (Year 7) U14 State Future Development Program – Basketball Tasmania

BOULDERING

- **Gordon Hamilton** (Year 12) 2020 Tasmanian State Team for Bouldering (Sport Climbing)

CHESS

- **Tianqing (Tian) Li** (Year 7) National Chess Competition

CRICKET

- **Thomas Willoughby** (Year 12) Tasmanian U19 cricket team in the National Championships, held in Western Australia
- **Louis Smith** (Year 9) and **James Scott** (Year 9) Tasmanian U15 cricket team in the National Championships, held in Ballarat

CROSS COUNTRY

- **Jontae Lincoln-Lomax** (Year 8) selected in the State Cross Country Team

GYMNASTICS

- **Ethan Loring** (Year 9) member of Tasmanian men's gymnastics team 2020

HOCKEY/INDOOR HOCKEY

- **Vincent Harman** (Year 12) selected in the U18 State indoor hockey team in Wollongong and appointed Team Captain. Vincent was also selected in the Tasmanian U18 Hockey Team
- **Ashby Bingham** (Year 12) selected in the Tasmanian U18 men's hockey team and appointed as Vice-Captain
- **Luke Palmer** (Year 10) represented Tasmania in both the U15 State indoor hockey team (as Captain) and U18 State indoor hockey team in Wollongong
- **Milo Gee** (Year 9) Hockey Tasmania/TIS TDS 2019 U15 State indoor hockey team – National Championships, Wollongong 2020. Milo was also selected in the Tasmanian U15 hockey team and appointed as Vice-Captain
- **Angus Broadby** (Year 10) selected in the U18 State indoor hockey team in Wollongong
- **Hamish Ottaway** (Year 9), **Oscar Sproule** (Year 8) and **Oscar Lucas** (Year 8) selected in the U15 Tasmanian hockey team

KARATE

- **Thomas Haas** (Year 6) Member of the Tasmanian State Karate team

KARTING

- **Cam Logan** (Year 10) finished 2nd in TAG Restricted Light Class at 2019 Tasmania Karting Championships. Cam was subsequently invited to join a national karting team: AWC Motorsport Academy based out of Melbourne to compete in the Australian Rotax Karting Championship 2020

ROBOTICS

- **Charlie Hugo** (Year 8) represented Tasmania at the first Lego League Robotics National Championships as part of the UTAS Robotics team – held at Swinburne University

ROWING

- **Sam Mounter** (Year 11) selected for the interstate pathway-eights team – rowing (was supposed to be held in April)
- **Sebastian Fry** (Year 11) rowing firsts nationals
- **Benjamin Boman** (Year 11) rowing nationals – Hutchins First Eight Rowing Pathway 8 Selections – Cancelled
- **Hayden Mounter** (Year 10) U17 men's rowing Single Tas State Championship. U17 men's rowing Four Tas State Championship. Hayden was scheduled to go to Australian Nationals rowing where he was to compete in U17 single, U17 double and U17 quad for Tas University Boat Club
- **Trent Stephens** (Year 12) achieved his Boat Race Official Level 1 accreditation

RUGBY

- **Blaine Doust** (Year 12) Captain of the Tasmanian U17 State rugby 7s team that attended the National Championships at the Sunshine Coast in November 2019. Following on from his performance in these championships, Blaine was invited to attend the World School 7s tournament in New Zealand
- **William Edwards** (Year 11) represented Tasmania in the U17 State 7s rugby team at the National 7s Competition on the Gold Coast
- **Marno Van Coller** (Year 9) selected in the Tasmania Rugby Union State Team in 2019

SAILING

- **Charles Zeeman** (Year 12) participated in the National 29er Championships 2020 – 1st Australian National Champion 2021 and the Australian Youth Championships 2020 – 3rd Qualified to compete in the Youth World Championships in Brazil 2020 as a member of the Australian Youth Team
- **Charlie Goodfellow** (Year 11) 29er Nationals – Blairgowrie, VIC – 13th 29er Australian Sailing Youths, Sorrento VIC – 13th 29er Tasmanian Youth Championships – 2nd
- **Jack Allison** (Year 11) Keelboat racing – crew on Ikon 45 in Hamilton Island Race Week – 1st place IRC Division 2 Australian Youth Championship in Sorrento – sailed Laser Radial and placed 33rd Sailing Champions League Asia Pacific Southern Qualifier in Geelong – 1st place
- **Oliver Hugo** (Year 10) represented Tasmania in Laser 4.7 fleet at the Australian Laser Championship – held at Sandringham Yacht Club, Victoria in January 2020, 1st place in Laser 4.7 fleet at Tasmanian Youth Sailing Championship – held at Sandy Bay Sailing Club in February 2020, 2nd place in Laser 4.7 fleet at Tasmanian State Laser Championship – held at the Royal Yacht Club of Tasmania in March 2020
- **William Zeeman** (Year 10) Sailing 29er Nationals – Blairgowrie VIC Jan 2020, 2020 Australian Youth Championships – 29er class – Sorrento VIC Jan 2020
- **Hugo Allison** (Year 9) International Cadet Australian Championship in Geelong – 1st. Top U15 year old Skipper and selected for Australian Team. WASZP National Championship in Port Stephen – 3rd overall in the 6.9 metre sail division
- **Gus Wilkie** (Year 8) Sailing NS14 National Championships, representing state – SB20 National Championships, representing the State
- **Howard Tapping** (Year 11), **Oskar Henry** (Year 11), **Flynn Millhouse** (Year 11), **Gus Wilkie** (Year 8), **William Zeeman** (Year 10) and **Benjamin Boman** (Year 11) participated in the SB20 Nationals Regatta held at Spring Bay
- **Charles Boman** (Year 8) Sailing 29er Nationals – Blairgowrie VIC Jan 2020, 2020 Australian Youth Championships – 29er class – Sorrento VIC Jan 2020
- **Tom Hugo** (Year 6) represented Tasmania at the 2020 Optimist Australian Championships – intermediate fleet – held at the Royal Yacht Club of Victoria in January 2020 2nd place – intermediate fleet – at the 2020 Optimist State Championships held at the Royal Yacht Club of Tasmania in February 2020
- **Samuel Nicholas** (Year 6) 1st place in the green fleet division at the State Championships for TIODA (Tasmanian international Optimus Dinghy Association)
- **William Lodge** (Year 5) January – 2020 Australian Opti National Championship, held in Williamstown Victoria. Feb/March – 2020 Tasmanian Opti State Championship, held in Sandy Bay, Tas

SPORT SHOOTING

- **Brady Lee** (Year 9) Tasmanian representation

SURF LIFE SAVING

- **Liam Duffy** (Year 10) awarded Champion Surf Life Saver for U17 boys at the Surf Life Saving State Championships held at Carlton Beach

- **William Brocklehurst** (Year 7) 3rd place in the Surf Teams Swimming event representing Clifton Beach Surf Club at the Surf Life Saving State Championships held at Carlton Beach
- **Samuel Brocklehurst** (Year 5) first place in the Individual Swim and a first in the Surf Teams Swimming event representing Clifton Beach Surf Club at the Surf Life Saving State Championships held at Carlton Beach

SURFING

- **Milo Langford** (Year 11) represented Tasmania as part of the State team at the Australian Junior Surfing Titles at Margaret River, Western Australia

SWIMMING

- **Liam Duffy** (Year 10) competed in the State Swimming Championships (long course) and finished 3rd in 100m butterfly
- **Tomasz Rybak** (Year 8) 50m butterfly Tasmanian State record holder
- **Benjamin Peach** (Year 8) won a bronze medal as part of the 12–13 200m freestyle relay at the Victorian Age Championships. The team also finished 4th in the 200 medley relay out of approximately 50 teams. Benjamin was also selected in the Junior State Development Squad
- **Liam Westerberg** (Year 6) received a bronze medal for U12 100m at the Tasmania State Championships, swimming for the Hobart Aquatics Club

TABLE TENNIS

- **Aaron Varghese** (Year 6) 1st in Tasmanian State Table Tennis Open (U11 category)

TENNIS

- **Lachlan Browne** (Year 8) represented Tasmania at the U14 December Showdown played at Melbourne Park. Represented Tasmania in the Judy Dalton Cup played at Kooyong, Tasmania and finished in 3rd place in this competition – one of the Tasmania's highest finishes. Selected to represent Tasmania at the U14 Australian Claycourt Championships in Canberra and the Pizzey Cup in Perth
- **George Anderson** (Year 8) in 2019 qualified for U12 Australian Tennis Championships and won the U12 boys singles at the Warrnambool Gold Grasscourt Junior Tennis Tournament. In 2020 won the U12 boys doubles at the Gawler Silver Tennis Tournament and the U12 boys singles at the Hobart Junior Tennis Championships. Is currently ranked 6th in Australia for his age group and selected in the European Junior Tour in Germany
- **Lucas Akl** (Year 7) selected to represent Tasmania in the U12 Claycourt National Championships

TRAMPOLINE

- **Jameson Brooks** (Year 9) and **Rohan Wilcox** (Year 7) selected to represent Tasmania in the Australian National Gymnastics Championships

UNDERWATER HOCKEY

- **William Grierson** (Year 11) represented Tasmania in the State's U19 Underwater Hockey Team that competed in the National Underwater Hockey Championships held at Knox College, Sydney

WAKEBOARDING

- **Charlie Ten Broeke** (Year 7) placed 2nd in Tasmanian Wakeboarding series (TasWake) for Summer 19/20

WATER POLO

- **Tomasz Rybak** (Year 8) selected in the Tasmanian Water Polo team
- **Kiran Sarma** (Year 8) represented the University of Tasmania Honey Badgers Club at the Tri-State Championships in Geelong 🏊

Summer sailing season

MR JASON BERRY Director of Sport



The past summer's sailing season saw some incredible results for Hutchins Sailing Academy students in their respective dingy classes before the interruption of the COVID-19 pandemic.

Lots of younger boys ventured to Melbourne for the Optimist Nationals where current Neil Thomas Scholarship holder Edward Broadby (Year 8) placed as the 12th Australian in a fleet of 130. Victoria was the place to be for the summer of sailing, Hugo Allison (Year 9) went back to back taking the International Cadet National Championship in Geelong for the second year running. Hugo's older brother Jack Allison (Year 11) teamed up along with Old Boys Oliver Burnell ('15) and Sam Tiedemann ('14) to take out the southern

qualifier for the Asia Pacific Sailing Champions League at the Festival of Sails in Geelong. Whilst across Port Phillip Bay at Blairgowrie, the 29er class held their National Championship, where Captain of Sailing for 2020 Charles Zeeman (Year 12) along with his helm Ethan Galbraith (The Friends' School) managed to become the national champions. This earned them the right to represent Australia at the World Youth Sailing Championship in Brazil later this year.

Back home in Tasmanian waters, the SB20 class held their National Championship at Spring Bay Boat Club in Triabunna over the cold but sunny March long weekend. The School's two SB20's were sailed by Howard Tapping (Year 11), Oskar Henry (Year 11), Flynn Millhouse (Year 11), Gus Wilkie (Year 8), Benjamin Boman (Year 11) and William Zeeman (Year 10), with Charlie Goodfellow (Year 11) and Jack Allison teaming up with sister school students from St Michael's Collegiate and Fahan School in their own boat. The weekend proved to be a big learning curve as it was the first time almost every competitor had sailed at this venue, however, it was great to see everyone learning and having fun on the water. 🏆

Connection, unity and consciousness

Harrison Black (Year 12) Captain of Boats

First Eight

Over the years, Hutchins Rowing has become a Tasmanian rowing powerhouse, built on a foundation of resilience and perspective. When we were juniors, we were always told that we have endured the test of time by having a unique culture, which has been led by an uncommon element of camaraderie. This was tested in excess during the 2019/2020 season, which was cut short due to the COVID-19 pandemic. Consequently, we were not able to compete in the State's biggest school rowing regattas: the Tasmanian All-Schools and Head of the River, while our First Eight also missed the opportunity to compete against some of Australia's best schools at the National Championships.

Despite a difficult ending to the season, Hutchins Rowing will continue to be a strength in Tasmanian rowing. We have over 25 direct volunteer coaches, who contribute weekends away plus countless early mornings. As a result, we have witnessed impressive results across all our age groups. In a great display of competitiveness and sportsmanship, we saw each age group prepare and race with intent, which as a leaving Year 12, makes me proud to be involved in such an immersive program, which has an immense focus on connection, unity and consciousness.

We have seen rowing evolve and Hutchins continually achieve success across all age groups, which was no different this season. From a results perspective, all our age groups had considerable success. Our highlights include the induction of the Year 6s into the program with Learn to Row.

The U14s have built a strong foundation through development – success awaits them. Kim Morgan ('84) led the U15s with his eye for technique and was continually improving every week. Our U16s had their best racing in front of them and, if they hit next season with the same intent, will contribute to a very strong Open squad. Hutchins Opens had a squad built from depth, which enabled the First Eight to go through the School season undefeated.

2020/2021 looks to be another exciting season for Hutchins Rowing. I would like to thank all the coaches and volunteers for the time they put into the program and all the boys for engaging in with our sport. 🏆

(left, back row L-R) Alex Thompson (Coach), Harry Sillifant, Axel Moore, Harrison Black, Christopher Law and Mr Tom Allwright (Director of Rowing) (front row L-R) Sebastian Fry, Sam Mounter, Thomas Vermey, Benjamin Boman and Oscar Campbell



Daniel Little (Year 6),
William McDougall (Year 5)
and Kaylum Harris (Year 7)

Generosity rewards music students

MS JUDITH MANN Head of Music

The Music Faculty at Hutchins is supported and enhanced by our private instrumental and vocal tuition program, which offers our boys the opportunity to undertake individual lessons with tutors on their chosen instrument. We offer lessons in all string, woodwind and brass instruments as well as guitar, bass guitar, piano, drumkit and voice. Lessons take place weekly and this year we have over 300 boys in the program.

Many of these boys are active members of one or more Hutchins ensembles across a range of string ensembles, choirs and bands, and smaller chamber groups such as the guitar ensemble and Barbershop. We are very fortunate to have a team of highly experienced tutors, many of whom are professional musicians in and around Hobart.

This year, due to a generous donation from Mrs Joy Anderson, we have been able to offer scholarships for a year's worth of tuition to three boys who have demonstrated a high level of enthusiasm and potential for their chosen instrument.

Congratulations to William McDougall (Year 5, saxophone), Daniel Little (Year 6, violin) and Kaylum Harris (Year 7, cello). These boys are all members of a Hutchins ensemble and were delighted to be chosen. They received the news with big smiles and a sense of achievement. We look forward to their ongoing contribution to the Hutchins Music Faculty.

We are very grateful to Mrs Anderson for her interest in and support of our Music program, and we thank her sincerely and wholeheartedly for her support. 🎵



Hutchins 4 Homeless

(below, back row L-R) Hamish McDougall, Benjamin Horsham and Angus Christie
(front row L-R) Benjamin Davie, Andrew Gregg and Jake Wilkinson (all Year 11)



ANGUS CHRISTIE (Year 11)

The Changemaker Project is an international initiative focused on giving young people the tools to make positive changes in their community. It is based on creating an outlet for young people to discuss the local issues, express their ideas, and create a viable solution. The project also helps to structure concepts because it is sometimes challenging, as a young person, to get ideas off the ground. The Changemaker Project develops critical thinking, proactivity and teamwork skills by allowing competitors to develop ideas and providing them with the necessary experience to go on to make bigger and better changes in the future.

A Changemaker team consists of 2-5 people aged 13-25 and a team supervisor. Our team consists of Year 11 students, Benjamin Horsham, Andrew Gregg, Jake Wilkinson, Benjamin Davie and Angus Christie, with Mr Adam Palfreyman as our team supervisor. We also took inspiration from other classmates – Hamish McDougall, Henry Burnett and Jack Carr – and from Changemaker Co-ordinator AnnaLise Hoopes in team video calls.

The challenge we have chosen to tackle is homelessness in Hobart, a growing issue in the city amplified by the COVID-19 crisis. After a few weeks of brainstorming potential ways in which we can approach the challenge, Andrew Gregg suggested the creation of a community garden aimed at feeding those in need.

We are proposing to base the garden in the Hobart Linear Park, at the end of the Rivulet Track, and we reached out to the Hamlet Café which is next to our chosen location whose mission is giving work experience to those in need. Hamlet Café were open to collaborating with us, and, after some back and forth, the Hobart City Council gave us a list of requirements we had to meet to start our garden (they also said if we don't do it quick enough, they are going to build a public toilet there!)

We compiled some footage and voiceovers into a three minute YouTube video for the Global Pitch 2020, in which we asked for funding to start up our garden. The official pitch was scheduled at 2.00am, and some courageous team members – Jake Wilkinson and Andrew Gregg – stayed up to answer the judges' questions on the night. Our submission and pitch were evidence enough for our requests to be met and the judges agreed to fund our initiative, bringing us one step closer to making the change that we hope will improve our community. We now look forward to working on the next phase of the project where we will continue planning and start the process of creating the garden beds. 🌱

To find out more about The Changemaker Project visit www.thechangemakerproject.org.



Bushfire relief concert

Bushfire Appeal

ALEXANDER KUZIS School Vice-Captain (Year 12)

Early in Term 1, the Prefect body organised a bushfire relief concert to raise funds following the devastating summer bushfire season. The concert was one for the ages, featuring numerous student and Old Boy bands, the aptly named staff band 'Mid Life Crisis', as well as acts from Fahan School and St Michael's Collegiate. The night was a resounding success with a great atmosphere, enjoyed by the entire Hutchins community.

The concert raised a total of over \$3,000 for Clifton Creek Primary School in Victoria, which was destroyed by the bushfires. Their Principal, Sue Paul, in conversation with our Deputy Headmaster/Head of Senior School, Mr Richard Davies, described the situation as unthinkable and devastating to the local community. The Prefect body was extremely pleased to be able to help the school and would like to thank all those involved who made the night so enjoyable.



(above) Sheng-Yuan Lynch (Year 9) performing at the Hobart Town Hall

The Prefect body were not the only boys to raise funds for fire ravaged communities. Sheng-Yuan Lynch (Year 9) raised over \$110,000 for the Red Cross Bushfire Appeal by holding a piano recital at the Hobart Town Hall on Sunday 1 March. Sheng-Yuan entertained the audience with music ranging from Mamma Mia to Ave Maria, raising nearly \$2,500 from door sales alone. 🎹



Kindergarten entertaining their grandparents

ELC Grandparents' Day

MS CATE DOHERTY Deputy Head of Junior School –
Pastoral and Administration

Now more than ever we value connections with our extended family – aunts, uncles, cousins and of course grandparents. Grandparents are such a valuable part of our families; offering support, providing wisdom and helping with care. For many of our boys, they have been unable to enjoy visits with their grandparents over the last couple of months.

grandchildren welcomed them into classrooms. Many grandparents joined in the activities on offer; playing games, drawing and helping boys with their work.

Our grandparents also had the opportunity to donate a book to the Early Learning Centre Library. These books are now in circulation with a plaque at the front of each donated book, acknowledging the donor. The boys were so excited to be able to be the first to read the book donated by their grandparent. We thank the grandparents' generosity for a gift that keeps giving beyond the day.

At Hutchins, our school community is so much more than students and teachers. It includes our parents, carers and of course our grandparents. We look forward to being able to host events for grandparents in the future and we will value these special moments more than ever. 🐾



(above) Owen Cashion (Kindergarten) with his grandparents

(right) Hunter Hogan (Year 2) with his grandmother Pauline



Fortunately, just before the full impact of COVID-19 restrictions hit us, we were able to hold our annual ELC Grandparents' Day. This was a joyous day, with grandparents and Kindergarten to Year 2 students gathering together in the Terence Butler Auditorium to share songs and artwork. It was a delight to watch our young students up on stage, many for the first time, and equally delightful to watch the grandparents' faces beaming with pride.

Following a delicious morning tea organised and served by our tireless Parents' Association and our Year 5 and 6 leaders, grandparents made their way up to the Early Learning Centre, where their



Lest we forget

1965 Cadet passing out parade led by A Wherrett ('65)

REVEREND DR LEE WEISSEL Chaplain

During this time of isolation, what were we to do instead of the annual national gathering for ANZAC day? How could we commemorate the women and men who have served and are still serving our country? At Hutchins we have been blessed with many gifted staff who imagined a way of being a community while still in isolation. Each staff member worked with each other to write, create, produce and present the Hutchins Anzac Day Service for 2020. Schools are communities and we all have a part to play for the good of that community, whether on site or online.

As such, it was fitting that our reading from Scripture was Saint Paul's first letter to the Corinthians, Chapter 12: 12-27, 'Many parts, one body'. In this reading, Saint Paul talks to the Jesus community (church) of Corinth who are asking if one person's gift is greater than another. Saint Paul in his response likens the Jesus community to a body. He writes that there are many gifts in the community, but they are not meant to be used in isolation, but rather in service of each other in serving and following Jesus. Just as a body is not entirely one part, but rather a range of parts that make the whole.

Every part of the body has its part to play; every part of the body needs one another. Different parts complement the other, enabling the body to function as a whole. For Anzac Day we used the metaphor not only for the military, as there are many roles, but reflected on the model in terms of the School.

Schools are communities and we all have a part to play for the good of our school community, whether on site or online. Every one of us helps to hold our school community together. And every one of us may bring honour to our school by our actions and the decisions we make. They may be simple things, but they can have profound effects. ❖

MR SHANE MCALOON Power of 9 Co-ordinator

The core philosophy of Power of 9 was expressed perfectly by former School Captain Ziah Cooper ('15) in the final debrief of his Power of 9 Challenge term, '...the challenge is not actually about the Challenge... it's about life!' What Ziah insightfully conveyed was that the challenge is in everything we experience.

Power of 9 students Tobias Nixon, William Groom, Thomas Elliot, Terry Skoulakis and Charles Harrison



The challenge of no Challenge

Power of 9 is not just about doing epic things and going to amazing places; it's also about finding out who you are and how you can contribute to your community. It's about what you can achieve when you are willing to step outside of your comfort zone and connect with new people, express yourself vulnerably, and be open to learn from different perspectives.

The excitement of sailing around the south coast of Tasmania, the sense of accomplishment from completing a seven-day hike, the empathy and understanding gained from experiencing traditional culture, and the deep connection to nature whilst being immersed in Tasmania's wild places, are all powerful catalysts for personal growth. These opportunities provide our boys with significant experiences to reflect upon and learn from.

Yet the real value of these experiences – how they magnify the importance of self-awareness, empathy for others and contributing to a group – can exist in our everyday lives but are unfortunately often lost among the busyness of being productive, the fear of missing out and the competition for attention in a social media saturated society.

So, what happens to a Power of 9 Challenge when the Expedition is

snatched away just as you are about to step out into wilderness as was the case for our 2020 Port Davey boys? Similarly, what happens when your Challenge term unfolds with uncertainty in home isolation like our Tiwi boys for 2020?

Huge disappointment – and rightly so! However, there has also been opportunities to grow through the challenges we have all faced in this unprecedented time.

Completing the Power of 9 Challenge term through home-based learning has been difficult for a whole range of reasons and whilst it has been hard to connect and share the experience as we normally would, the Power of 9 staff have been impressed by the resilience and motivation shown by the boys.

Without direct teacher supervision we have seen our boys undertake overnight camp outs, cooking challenges, recycled construction projects, and connection with nature in their local area. They have completed units of work in their core subjects as well as positive psychology, Aboriginal culture, and community health, however, what has really stood out has been their willingness to step up and face the challenges and disappointment of the current situation and make the most of the cards they have been dealt.

Everyone in the community has been challenged by COVID-19 and the restrictions it has forced upon us, but in a strange way, for our current Year 9 boys the challenge has been having no Challenge. 🍀

Be the person who says yes

MRS KEZIA MELLERS Acting Community Engagement and Events Manager

Dale Fisher ('77) commenced at Hutchins in February 1974 when his family moved to Hobart from Melbourne. He was awarded Merit awards for basketball and soccer (one of the best three players of the year), was on the Senior Athletics Team, Cross Country Team, was awarded soccer colours, and a Fifth Form Merit Prize before winning a prestigious scholarship to study in Singapore for two years. He was the winner of the Healthcare Humanity Award from the Courage Foundation in 2015.

Professor Dale Fisher is the Singapore-based Chairman of the World Health Organisation's Outbreak Alert and Response Network.

Dale has been on a remarkable journey since leaving Hutchins to study in Singapore. He completed his intern year in Darwin before completing specialist training at the Royal Prince Albert Hospital in Sydney. Dale returned to Darwin to work in indigenous health and was based there during the Bali bombings, treating many of the injured who were evacuated to Darwin. In 2003 Dale returned to Singapore where he witnessed first-hand the SARS outbreak. Dale said that inspired him to become involved in disease outbreaks and working with the World Health Organisation. Following a stint in Africa he joined a mission to China in February to advise on the initial COVID-19 outbreak.



Professor Dale Fisher ('77)

Dale is now one of the world's leading experts on COVID-19, advising the World Health Organisation's Director General as a Professor and senior consultant in infectious diseases at Singapore's National University Hospital. Dale was instrumental in the successful Singaporean approach to controlling the COVID-19 pandemic.

What are some of your Hutchins memories?

Friends, some of the teachers, understanding people. I recall when I started, the Headmaster told me to be wary of the people who would befriend me first. They are probably not going to be best friends to have. He was right.

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

Mr Osborne my Physics teacher and Mr Fishburn my basketball coach. They saw something in me. I hope they hear about this!

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

At school you might feel ordinary, but it doesn't matter where you are or what you are doing? Take risks and be the person who says yes. 🦾

(left) 1975 basketball team with M Fishburn, Professor Dale Fisher is front row 2nd from the right

Community spirit drives emergency doctor

MRS KEZIA MELLERS Acting Community Engagement and Events Manager

Marcus Yong ('98) commenced at Hutchins in 1993 and graduated with High Distinction in 1998. Marcus immersed himself in all facets of school life including competing in many Maths, Science and Chemistry competitions, musical performances on both the piano and cello as well as being a member of the SRC and athletics and volleyball teams. Marcus was also a member of the Tasmanian Youth Orchestra.

As an Emergency Physician, Marcus is on the frontline dealing with any potential COVID-19 infected patients which involves coming up with triage pathways, drills with junior doctors and nurses about managing COVID-19 patients differently, and dealing with the anxiety, stress, fear and emotions that are part and parcel of the pandemic.

Tell us about your life since graduating from Hutchins

I studied medicine at UTAS 1999–2004 and did my intern and resident years at Launceston General Hospital (2005–2006). I then headed to Cairns for another resident year in 2007, before taking a year off to travel in 2008. It was atop Huayna Potosi, a 6,088m peak in Bolivia that I proposed to my wife. We returned to Hobart in 2009 and I started Emergency Medicine training. This took six years, and took me to Cape Town, South Africa where I worked as a front room trauma registrar for six months. I spent two years in the Northern Territory as an Emergency Specialist before returning to Launceston in 2018, which is where I am now. We now spend our time caring for our two young children and building mountain bike tracks on our 135 acre property just outside of Launceston.

What are some of your Hutchins memories?

Adventure Education in Year 11 with Mr Wayne Brown was a highlight and got me hooked on the outdoors. Friday afternoon orchestra rehearsals were always epic – I don't know how Mr Warren and Mr Willy coped with tired cranky kids for two hours every Friday evening! I will never forget



Marcus with his son Jonty

the Chapel Choir tour of England in 1998 when I was in Year 12, and busking in a three-part capella on the streets of Bath. Being awarded Dux of the School, and sharing this award with two of my best friends (Mark Evenhuis and Christopher Line, who are still amongst my dearest friends), was an amazing way to finish my time at Hutchins.

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

Mr Walsh was my Maths teacher in Years 10, 11 and 12, and wrote the (in)famous MT841C Stage 2 Maths book. He was an epic teacher who would send people out to the wood pile if they misbehaved but explained and demonstrated everything so clearly on his overhead projector. My Adventure Education class, as mentioned above, changed my life and I have prioritised time in the outdoors ever since. Compulsory sport made me take up track running, which kept me very fit during my adolescent years and helped me balance my studies with fresh air and physical activity.

What part do you think your time at Hutchins has played in creating your interest in your chosen field?

The excellent teachers I had at Hutchins helped me gain a high enough tertiary entrance score to get into Medicine. Hutchins also helped me develop a sense of community spirit which has helped me be a better doctor.

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

These are extremely tough times that we as a society are going through right now. Hang in there and stay optimistic. Try and set an isolation goal (#covidgoal) to turn this negative space into a positive one. My goal is to try and learn to wheelie my bike! Keep active and get outside for some fresh air every day. Video chat your family and friends. Do your best to stay sane. Keep a diary... we are going through a unique period in history that we will look back on when we are older and think, 'how on earth did we get through that?'

Be strict with social distancing. Wash your hands obsessively. Avoid unnecessary travel. Stay home!! This WILL end and we will all be stronger for it. 🍀



STAFF MEMBER
Beth Bamford

As one close colleague superbly put it, Beth was 'totally dedicated to teaching the boys... and would often be found... Sunday morning, preparing and planning with Judy [Smith] for the week ahead'.

Teaching at Hutchins 1998 to 2016

Positions held Classroom teacher of Kindergarten, Prep and Year 2, squash coach and manager (12 years), and Year 2 soccer (six years)

House affiliation Buckland

Who were some of your close work colleagues?

'There were so many excellent teachers I had the opportunity to work with.' When asked who Beth held in the highest regard, there were two who immediately came to mind – Jenny Manthey (Head of ELC and Junior School) who 'I respected for often making difficult decisions [and]... helped me realise there was always a positive side to every child' and Judy Smith (Head of ELC) who 'provided exceptional leadership in the ELC. Her involvement in the whole school community is legendary'. Beth also mentioned that she 'worked collaboratively with many people'.

What memories do you have of education during this time?

- Beth explained that one memory was the challenge of learning new computer and whiteboard skills, 'however my uptake wasn't as fast as a few of the students!'
- Beth valued the programs that took her students outside of the classroom, e.g. Learn to Swim, guest performances, Athletics Carnivals, eisteddfods (she loves singing and dancing) and the Year 2 Big Day Out excursion to Southport. Beyond the classroom, Beth enjoyed learning about the students in her care.

Where are they now?

CHRIS RAE Head of Senior School (2001–2008)

- When first at Hutchins, Beth liked the spontaneity of topic selection according to student interest and needs. Beth explains that 'The National Curriculum was inevitable and sensible [but] it was always a challenge to make the topics interesting and relevant... in the time frames.'
- Beth enjoyed reading editions of the *Communiqué*, looking forward to 'seeing what is going on in the School community [with] fond memories of many boys who began with me in the Kindergarten and who have gone on to achieve amazing things.' Beth also cited *The Mercury* newspaper where she felt that much valued sense of connection with many past students, cultivated when they were moving through the Junior School. From recent years, a sample of some included Oliver Burrows-Cheng ('19, Australian Rules Football), Sean Willis ('12, cricket), Zachary Phair (Year 11, cricket), Nicholas Smart ('19, sailing), Hugo Allison (Year 9, sailing), Sam McCulloch ('17, hockey) and Henry Chambers ('18, hockey).
- During Beth's time at Hutchins, she was also one of the original female teacher rowers, a 'Magenta Maiden', under coach and former teaching colleague, Lance 'Mozza' Morrisby.

What of your life after Hutchins?

- Beth and her husband, Simon, have always enjoyed travelling. Beth mentioned that an important part of her transition to retired life has involved plenty of travel as it is 'a big distraction'. Beth has enjoyed: adventure experiences (bushwalking and kayaking in New Zealand); travelling to Japan; and caravan touring to Cape York, Western Australia and Central Australia. Additional overseas visits have included Scotland, England, France, Turkey 'and five of the 'stans' in Central Asia'.
- Beth still plays squash at a master's level (over 35's) 'in the very social weekly competition and sometimes in tournaments when I am home.' I enquired of Beth her personal level of achievement in squash and found she was a very talented sportswoman, being a key member of the State 'A' Squash Team for several seasons during the 1990s.
- Beth also enjoyed talking of her family, saying 'we take particular delight in spending time with our three grand-daughters. I'm sure I am more patient with them than with my own children. I was pretty strict – ask them!' 🐾

From the Parents' Association

MRS ALLI MCSHANE President, The Hutchins School Parents' Association

Term 1 2020 kicked off with the Parents' Association hosting the annual Blokes and Spokes event on Sunday 1 March. This year's co-ordinator Anthony Gunton organised the event so thoroughly, even ordering the perfect weather, the whole morning ran very smoothly. It was fantastic to see so many families participate, across all year groups in the School, as well as many staff.



(above) Thomas Vermey, Louis Miller, Benjamin Curtis, Daniel Mackintosh and Zachary Chatwood (all Year 12)

There were many smiling faces as they headed off along the track, with everyone enjoying a sausage and drink upon return. As always, the generous support of sponsors and the dedication of the volunteers is what makes these school community events possible, and we extend our thanks to each and every one of them.



Lachlan Ottaway (Year 7), William Roehrer (Year 7), Oliver Johnstone (Year 7), Kaylum Harris (Year 7), Ashlyn Harris (Year 5) and Oliver Nogajski (Year 7)

The ELC Grandparents' Day was held on 15 March, with the Parents' Association providing volunteers to assist with the morning tea and book stall. Thank you again to the many parents and carers that were able to come along to volunteer – your time and effort is very much appreciated. It is always a treat to get to watch the concerts as well, and the ELC boys presented a fantastic range of performances.

While we might not be able to host anymore large events like these this year, the Parents' Association will be actively looking for opportunities to hold community building events as soon as it is appropriate.

If you have any ideas or would like further information regarding upcoming meetings, please contact us via pa@hutchins.tas.edu.au.



From the Old Boys

MR BARRIE IRONS President, Hutchins School Old Boys' Association
[Honorary Life Member]

When I sat down to write this article I said, 'I am not going to write about the virus'. On further reflection I realised the effects are so profound and swift that I do want to write a personal comment not just as President of the HSOBA but more significantly as a father, grandfather and husband.

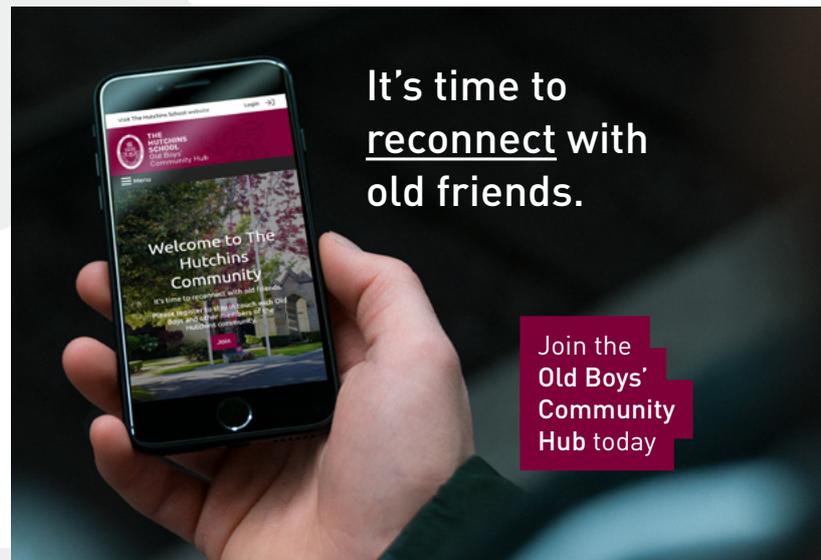
Facilitator: Mr Matt Magnus, School Counsellor

As a taster for families, Radio National has teamed up with Smiling Mind, the Australian mindfulness app to create a series of mindfulness exercises in response to the current crisis. These can be found at www.abc.net.au/radio/programs/mindfully.

This sparked me. I had always been aware of the impact of mindfulness and meditation, but it had not been for me. Di, my wife, encouraged me to download an app she had found really useful. Well, a few months down the track I have been doing the 'how to meditate' course and found it really is for me. Quite frankly this has been a game changer for me: try it.

The past months have been challenging for all of us. We are particularly conscious of our more mature Old Boys who have been isolated from family and friends, and our many Old Boys who live in regions deeply affected by COVID-19, such as New York, Spain, London, China and Italy. We send our best wishes to you all.

While all our lives have been interrupted in the first half of 2020, the Hutchins School Old Boys' Association has been active. We have met three times this year and continue to focus on our longer-term objectives.



It's time to reconnect with old friends.

Join the Old Boys' Community Hub today

Please visit community.hutchins.tas.edu.au and join our Old Boys' Community Hub, which is now up and running, although we are still building the content. We have introduced some exciting initiatives including regional and sporting clubs, as well as mentoring and business directory functionality.

We really see the Hub playing a significant role in connecting our global community of members. Check the most recent edition of the Iviad Tower Newsletter for the launch details.

While many school and HSOBA events have been postponed, we are still hoping to catch up with many of you in person as well as at the annual HSOBA Community Golf Day on 16 October.

Hopefully you had the opportunity to read our latest Iviad Tower newsletters which featured many stories of Old Boys. We always enjoy hearing from our members so please, if you have any suggested content, contact us at hsoba@hutchins.tas.edu.au.

We look forward to catching up with you soon. In the meantime, please stay safe! 🦺

The end of an era



Mr John Groom

MR JOHN GROOM ('86) Director of Advancement

The Hutchins Foundation Ltd was wound up in December 2019 at a Special General Meeting of the members. This was following a review of its purpose and function instigated by The Hutchins Foundation Board.



The late Max Darcey ('54), left, and Andrew Kemp AM ('54) at the opening of The Foundation Centre in 2011

An external advisory firm was commissioned in 2019 to provide recommendations to the Foundation on the most appropriate governance structure for current times. The advice received was that maintaining a separate entity to manage the School's corpus was no longer necessary, nor is it considered best practice in current times.

The role of the Advancement Office is to not only honour the contribution of the previous generations of Hutchins benefactors, but to continue to grow their legacy. As we approach our 175th year of operation, we continue to be grateful and heartened by the level of goodwill in this wonderful community.

In the more than four decades since its establishment, we can be very grateful for the work of the Foundation and its members. The early work done by Andrew Kemp, Max Darcey and others has provided a solid foundation upon which we continue to build.

The gift of opportunity

One of the enduring legacies of the Foundation is the establishment of The 1846 Society. Membership is reserved for those who have included a gift to The Hutchins School in their will.

Together, we have the opportunity to enhance the lives of current and future Hutchins students and make a substantial, long-lasting impact.

To find out more visit hutchins.tas.edu.au/1846-society

The Foundation was established in 1977 by a small group of influential Hutchins community members, including Andrew Kemp AM ('54) and the late Max Darcey ('54). Its purpose was to secure the financial viability and sustainability of the School and to oversee the management of the School's funds.

We acknowledge and thank all former members of the Foundation, including Trustees and Fellows, who have collectively made an enormous contribution to our school over 42 years. For further information on how we are continuing this work, please visit www.hutchins.tas.edu.au/giving, contact the Advancement Office on (03) 6221 4239 or email us at advancement@hutchins.tas.edu.au.

News from the Archives

MS MARGARET MASON-COX Archivist/Historian

By the time this appears in print, students and teachers will be back at school after a demanding, unsettling and very uncertain Term 2 owing to the COVID-19 pandemic. The lockdown of society implemented in March is now in the course of being lifted gradually, two months after its inception. The School will resume onsite classes for Years 11 and 12 and Junior School students first, with Middle School and Years 9 and 10 to follow in the coming weeks.

The influenza epidemic

The influenza epidemic which swept the world in 1918 did not reach Tasmanian shores until mid-1919, although the threat of its arrival was enough to cause the adoption of restrictions from early that year. The forced closure of the School in August 1919 remains the only known extended break in operations since its opening in 1846.

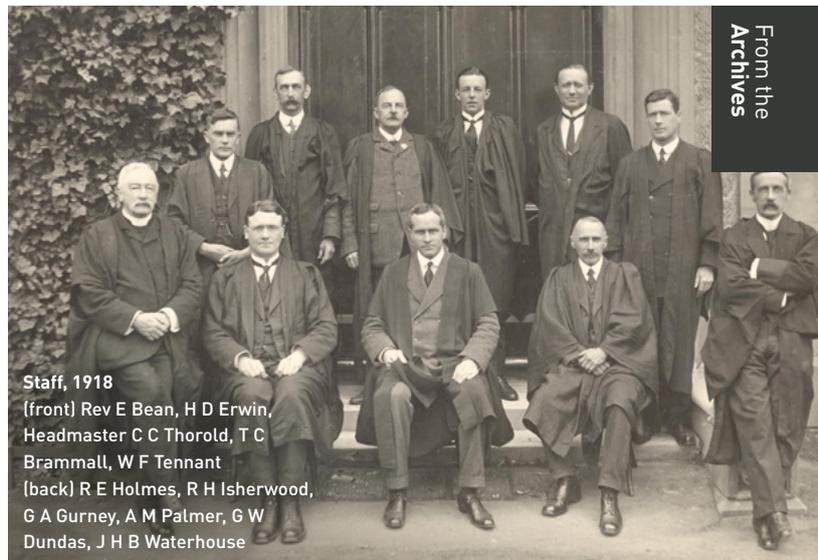
Although the quarantine regulations in force from the beginning of 1919 prevented the arrival from the mainland of three new teachers, the support of others stranded here was enlisted. Mr J H Gardiner of Geelong Grammar School gave very valuable assistance for two or three weeks, and Rev E Bean (Honorary Chaplain and sometime teacher) 'stepped gallantly into the breach', as he had done so often before.

In an article published in the December 1919 edition of 'The Hutchins School Magazine' under the simple heading *The Influenza*, we can recognise the familiar speed and lethal nature of this particular post-war scourge. Initially it was hoped that Tasmania would remain immune to the sufferings of the mainland:

*"This precious stone set in the silver sea,
Which serves it in the offices of a wall –
This fortress built by Nature for herself
Against infection. –*

But in spite of every possible precaution, we suddenly became aware that it was amongst us, here, there, and everywhere, from Stanley to Port Arthur, from Swansea to Strahan.

On Friday, August 15, the school assembled, and was dismissed as usual, and on Saturday morning the papers announced that all schools, churches, and places of amusement were closed till further orders!



Staff, 1918
(front) Rev E Bean, H D Erwin,
Headmaster C C Thorold, T C
Brammall, W F Tennant
(back) R E Holmes, R H Isherwood,
G A Gurney, A M Palmer, G W
Dundas, J H B Waterhouse

From the Archives

The staff assembled on Monday morning and held a council of war, as a result of which a scheme of tuition by correspondence was arranged for the examination classes. This state of affairs continued for a fortnight, after which small classes were allowed to meet. In this way the examination boys were provided for, while the remainder of the School were left to their own devices. Holidays are all very well, but probably very few of us were sorry when the interdict was lifted after seven weeks of enforced leisure.

Most of us had the influenza, in a more or less mild form. We were sent to bed and were quite content to stay there; temperatures ran high, and appetites low, but generally we got over it fairly easily. Sometimes there were complications or relapses, and then it was more serious. In many cases whole families were ill at once, and this meant great inconvenience and distress.

Altogether it was a most unpleasant experience, and we do not wish for a repetition of it."



Physical drill in the gymnasium 1918

Consequences

One fatality occurred, with the death of a boarder who was at home on the west coast tending sick family members. Several other boys, including two Prefects, did not return to school.



The Public Schools Examinations were postponed until December and the Diocesan Scripture Examination had to be deferred until June 1920. Headmaster C C Thorold was forced to abandon his inaugural Parents' Conference, planned for September 1919, until the following year. Nevertheless, he was philosophical and full of praise for his staff, some of whom had 'an unusually difficult task to perform' as stated in 'The Hutchins School Magazine Midwinter 1920':

"The breaking up of exam. classes was a heavy test of any man's endurance. I may say that every man has cheerfully undertaken all the extra work that the various difficulties have entailed in a spirit of complete self-subordination to the interests of the School."

Junior School teachers also felt the closure, following the ceremonial opening of the new Junior School in March 1919, noting 'Just as we had got well into harness, with four weeks' work to our credit, the influenza epidemic overtook us, whereby we gained a forced holiday of seven weeks. Since then we have settled down with renewed earnestness to work...'

While the most damaging effect was the long break in school work, influenza played havoc with the return to study early in third term, 'the most critical period of the year so far as examination boys are concerned'. Although it was claimed that the senior examination boys were not greatly affected owing to the resumption of small classes, as well as being able to work through Michaelmas week in September and the postponement of exams for a week, those working towards the next year's exams were considered to be 'seriously handicapped'. Despite these considerations, Thorold considered that 'we were lucky to get off as lightly as we did.'



R W Harvey-Latham, c1942

(left) Opening of the new Junior School at Macquarie Street, 4 March 1919. No social distancing here!

The plague

Previous world epidemics caused by outbreaks of the bubonic plague had devastating consequences for humankind. Restrictions were not dissimilar, though enforcement and its consequences were far more drastic. In early January 1563, Queen Elizabeth I and her court moved to Windsor as the bubonic plague spread through London, killing hundreds.

When the plague had first struck during the Middle Ages it was far more destructive to human life. Originating in China, where it had begun its dance of death in 1333, it was brought to the European continent by 12 Genoese galleys and their occupants. From Sicily it swept through Italy and beyond. In the years 1345–50, 200,000 market towns and villages in Europe were completely depopulated and the dwellings in which the corpses lay were occupied by wild beasts. Statistics drawn up at the instigation of Pope Clement VI gave the number of deaths worldwide as nearly 43 million [42,836,486].

Outbreaks succeeded one another nearly every 20 years – often every 10 years – from the 14th to the 17th centuries. It has been claimed that the equality of all men in the face of death shook the foundations of the rigid system of medieval castes and produced the consciousness of the equality of all before God – 'that consciousness which led up to the Reformation.' [Nohl, p24]

Our Australian experience of the COVID-19 virus has not fulfilled the mantra that 'Times of plague are always those in which the bestial and diabolical side of human nature gains the upper hand' – except perhaps in the stockpiling of household essentials and the vilification of health workers. However, who would argue with the rest?: 'Nor is it necessary to be superstitious or even pious to look upon great plagues as a conflict of the terrestrial forces with the development of mankind...' [Barthold Georg Niebuhr (1816), quoted in preface of *The Black Death: A Chronicle of the Plague*]

References

J Nohl, *The Black Death: A Chronicle of the Plague* (1926, 1961), London: Unwin Books.
The Hutchins School Magazine, Christmas 1918, December 1919, Midwinter 1920.

Recent donations to the School

MS MARGARET MASON-COX

Archivist/Historian

Apron, hand-sewn and embroidered by J S Dodds (1945, no. 3797) – donated by his sister, Mary McKinlay per Rev Dr Lee Weissel, February 2020.

Photograph: R W Harvey-Latham in school uniform playing violin, c1942 (see left) – donated by his daughter, Nicola Harvey-Latham, 11 February 2020.

Report, Sixth Form, 1961 – donated by Philip Sweetingham (1956, no. 4591), 19 February 2020.

Certificate (framed), awarded to C H Grant for winning the Crace-Calvert Scholarship, dated 13 December 1949 – donated by R G Bowden AM (1946, no. 3856), per Mr John Groom ('86), 25 February 2020.

Document re Hutchins Culture, 2005; usb containing Rowing Newsletters, 2017–20 – donated by Lance Morrisby (1958–68), 26 February and 18 March 2020.

Book: *Beyond Magdalen Bridge: the growth of East Oxford* by G L Salmon (2010) – donated by Graeme Salmon (1945, no. 3830) per Dr Rob McEwan, 1 April 2020.

Trophy mug, awarded to Eric Seal (1881, no. 1026) for athletics (150 yds U14), c1885 – donated by his great-nephew, Henry F Foster (1943, no. 3707), 27 April 2020. 🏆



Trophy mug awarded to Eric Seal



Magenta & Black
Vale

MS MARGARET MASON-COX Archivist/Historian

We extend our sincere condolences to the families and friends of all Old Boys and community members who have passed away since our last edition.

(above) First XVI football with Coach G A McKay, 1948 (M Clennett seated 2nd from left)

| | | |
|-------------------------------------|---------------|------------------|
| OLIVER, Craig Robert | Old Boy 1983 | 2 December 2019 |
| KEEHN, David Leigh | Old Boy 1972 | 8 December 2019 |
| VLANDYS, Jonathan Peter | Old Boy 1992 | 25 December 2019 |
| LAZENBY, Lawrence Joseph | Old Boy 1948 | 16 January 2020 |
| HUME, Frederick William Keith | Old Boy e1942 | 17 January 2020 |
| CUMMINS, Ewen Cameron | Old Boy 1964 | 28 January 2020 |
| DRAKE, Peter Bain | Old Boy e1950 | 5 February 2020 |
| HOWROYD, Glenn Calvert | Old Boy 1970 | 13 February 2020 |
| OFFICER, Iain Robert Cairns | Old Boy 1972 | 6 March 2020 |
| MORRISBY, Graeme Ronald | Old Boy 1962 | 16 March 2020 |
| LACY, John Francis | Old Boy 1937 | 22 March 2020 |
| BASELOT-HALL, David William | Old Boy 1954 | 10 April 2020 |
| HADDON-CAVE, Francis David ('Mick') | Old Boy 1946 | 12 April 2020 |
| CLENNETT, Michael William | Old Boy 1948 | 16 April 2020 |
| MCCREARY, James Campbell | Old Boy 1950 | 5 May 2020 |
| HALLEY, William Ernest | Old Boy 1950 | 10 June 2020 |
| REX, Charles Robert Richmond | Old Boy 1965 | 11 June 2020 |
| ROBINSON, Sebastian Paul | Old Boy 2018 | 18 June 2020 |

NB Year following Old Boy designation refers to the leaving year, assuming the student completed Year 12. If this is unknown the student's entry year will be given e.g Old Boy e1924.



K Walsh, 1978

Kevin 'Tiger' Walsh (1936–2019)

K Walsh grew up in North Queensland and trained as a Christian Brother in Sydney before completing his BSc and Dip Ed at the University of Sydney. He then

taught at various Christian Brothers schools in Sydney, Canberra and Rockhampton, during which time he completed a BA and a degree in theology. In 1971 he left the order and moved to Tasmania, taking up a position as Mathematics teacher at Hutchins in 1972. Following three years as Head of Maths at St Virgil's College he returned to Hutchins as Head of Mathematics in 1975, remaining in the position until the end of 1989. Even then he continued to teach, also involving himself with the Cadet Corps, playing squash as No. 1 with a staff team (which won the pennant) and assisting Chris Rae ('66 and former staff member) with the Open Football program, as Coach of the Second XVIII.

During this period as Head of Mathematics at Hutchins, Kevin had strong links with the Mathematics academic staff at the University of Tasmania. His accurate predictions of student results gained him enormous respect from colleagues – one year he predicted and gained 10 Outstanding Achievement rankings in his Mathematics class! The textbook he wrote with his wife for a Level 3 Matriculation Mathematics course was prescribed for more than 10 years. He and fellow Mathematics teacher Brian Burch started the after school Maths Help program which continues today, undoubtedly contributing to the enormous respect he had from students as well as staff.

After retiring in 2000, Kevin returned as a temporary teacher nearly every year until he finally finished contract teaching in 2007, though he was welcomed back into the classroom and staff room for the occasional teaching day until far more recently. Always popular, his sharp intellect combined with an easy-going nature and infectious sense of humour endeared him to students and staff alike.

Kevin passed away on 19 September 2019 and is survived by his wife, Del, their four children and families.

With grateful thanks to Chris Rae for his contribution to these articles.



First XVIII with Coach J K Kerr, 1966
(Manager D Mason-Cox standing at right, C Rae seated 4th from left)

David William Mason-Cox (1948–2019)

D W Mason-Cox attended Hutchins 1954–1966, no. 4426. David made his mark on the sports field as an enthusiastic supporter and motivator, a team manager and later as a coach. He was passionate about Hutchins and always enjoyed meeting up with old school friends through the HSOBA.

Although he lived out of Tasmania for most of his adult life, he always looked forward to catching up with Chris ('66) and Marija Rae on return visits home. Chris writes...

"For me, he was one of those wonderful people who when you met up here in Hobart, the friendship just picked up as if the contact was a constant. He was always smiling and welcoming.

During our time at Hutchins, he was very good to me. I arrived in Year 9 from Tarroona High School and it took time to be fully accepted into the fold. Not for David, he was non-judgemental and because of this became a truly valued colleague and friend. A shared passionate involvement in Australian Rules Football, especially in Year 12, brought us even closer. The School First XVIII was coached by Deputy Headmaster John Kerr, who was a very good communicator and role model to all in the sporting arena.

Under John's leadership and management, recognised membership of this group was valued very highly – and this went beyond just the playing squad. All involved with the team had an important role to play. In 1965–66 David was appointed Manager of the First XVIII and did a brilliant job.

David genuinely knew and cared for everyone and was so service-oriented. I observed that in all he undertook, he never thought of himself. He will be sorely missed by many of us and I feel very privileged to have been so positively influenced through our friendship and how he approached life."

David passed away on 23 November 2019, survived by his mother Hope James and three sisters Susan, Margaret and Jennifer.

Ewen Cameron Cummins (1944–2020)

E C Cummins attended Hutchins 1960–64, no. 4983. Almost from the outset he involved himself in a broad range of activities and services, including rowing and rugby, the Dramatic Society, Library Committee and Cadet Corps. Nothing if not constant, he maintained his interest in and contribution to all of these varied activities for the remainder of his school life, reaching the First IV and First XV, being elected Form Captain and becoming a Sub-Prefect in his final year.

A few years after leaving school, Ewen became involved in the HSOBA, gradually working his way up to the position of President and then down through the ranks again, where he continued to serve as a Committee Member until his retirement after completing 10 years of service. His contribution to the Lodge movement, in particular the Hutchins Old Boys' Lodge, was an even more lengthy 36 years – and the proof of his kind, friendly and caring nature was demonstrated by the large number of Lodge members and others who mourned him at his memorial service.

After leaving school, Ewen had joined the office of the Public Trustee, and he completed his 40 years in the public service as Manager of the Land Titles Office in Hobart. He loved staying at the family shack at Coles Bay, fishing and spending time with his grandchildren.

Ewen passed away on 28 January 2020 and is survived by his second wife, Pip, three children, two step-children and seven grandchildren.

First IV, 1963

(L–R) A Wherrett, W Alexander,
R Rex, E Cummins and L Peters



Michael William Clennett (1930–2020)

M W Clennett attended Hutchins 1946–48, no. 3864. Active in cricket, football, cross country, swimming and tennis, his brief career at Hutchins sparkled with sporting and service achievements. As well as contributing to team premierships and winning accolades for his own sporting performances, during his brief time at Hutchins he served on the Library and Sports Committees, was elected Vice-Captain of Buckland House, Captain of its cricket and tennis teams, and as a Prefect.

After he left Hutchins he continued his sporting achievements in sailing, football, swimming and cricket, playing cricket for the HSOBA team and winning a putting trophy at the HSOBA annual golf day.

Michael passed away on 16 April 2020 and is survived by his widow, Helen, their four daughters and extended families.

Glenn Calvert 'Harry' Howroyd (1952–2020)

G C Howroyd attended Hutchins 1965–70, no. 5369. A quiet, thoughtful and somewhat reserved student, Glenn did well in athletics and later rugby, as well as in debating and drama. His fellow students learned to appreciate their shy, humorous and good-natured classmate, electing him Vice-Captain of Thorold House in his final year, as well as House Captain of Drama and Debating.

After graduating from the University of Tasmania, Glenn lived in Adelaide for a time before moving to Sydney and becoming an archivist/historian with the Commonwealth Bank. Glenn passed away in Sydney on 13 February 2020 after an extended period of ill-health, leaving a wife, Susan and daughter, Lucy. *With thanks to Mike Peterson.* 🍷

(below) First XV rugby with
Coach M Rayner, 1970
(G Howroyd standing 2nd
from right)



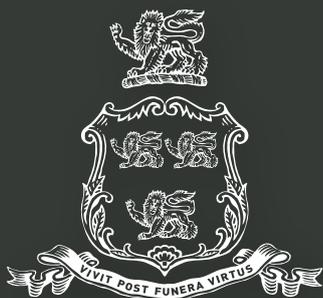
2020 calendar events

Due to COVID-19 restrictions some school events have been postponed or cancelled. Confirmation of school events will be communicated with parents/carers directly.

Communiqué is our fortnightly school newsletter

If you would like to subscribe or need to update your details please contact Miss Alice Scott on (03) 6221 4224 or communiqué@hutchins.tas.edu.au

The newsletter can also be accessed online at www.hutchins.tas.edu.au



HUTCHINS
ESTABLISHED 1846

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