



MAGENTA & BLACK

THE HUTCHINS SCHOOL MAGAZINE
N° 112 – Summer 2020

2020—Out of
this world.



Welcome to our Summer 2020 edition



Power of 9 Island Challenge –
Kayaking through Candlestick,
Fortescue Bay

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MAGENTA & BLACK

N° 112 – Summer 2020

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WITH SPECIAL THANKS TO

Josh Lamont, Miss Alice Scott, Power of 9 staff, Mrs Jacquie Coad, Alastair Bett, Mrs Joanne Joseph, Mrs Kezia Mellers, Ms Judith Mann, Mr Barrie Irons and our parents/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 Years 3 and 4 Dance Troupe – Out of this World

Embracing new opportunities



Dr Rob McEwan

DR ROB MCEWAN Headmaster

Many times during the past year we have been challenged by our inability to gather as a community. Postponements and cancellations of important school community events mounted in order to keep our community safe and well. Amongst the events lost in 2020 were Grandparents' Days, the School Fair, Power of 9 Expeditions, concerts, drama performances, the Dance Showcase, camps, tours and family members being on campus. The School campus even fell eerily quiet for eight weeks as boys stayed home and accessed learning remotely.

Being part of an inclusive community has always been a special feature of The Hutchins School. This year our ability to stay connected was challenged in a way we could never have anticipated. The physical distancing requirements, restricted social gatherings and cancellation of so many events that normally bring our community together served to reveal our true sense of community. It is during times of challenge that we learn more about ourselves and others than we would in times of comfort.

I learned that our boys and staff possess remarkable resilience, versatility, care for others and creativity. While there are numerous examples for each of these qualities, I share just one example of each to illustrate the true character of our community.

Resilience

With international travel bans in place from February, 16 boys who arrived from overseas in January have been unable to return home this year. Separated from their families, school holidays were spent in the boarding house participating in specially created holiday programs by our boarding staff that included a farm stay, camping at Mount Field and Southport. With no sign of international travel restrictions easing in the coming months, eight boys will spend their summer break away from their families as they remain in the boarding house over summer to enable them to commence the 2021 school year in classes at Hutchins. Throughout the year, our international boys have remained remarkably positive, resilient and understanding when faced with challenges they, their families and the School could never have anticipated.

Versatility

The speed of change into unknown territory and the extended period of physical distancing, required us all to be flexible, plan quickly, learn in real time and adjust accordingly. It was during this period of physical separation and social restrictions that our strong sense of community was highlighted.



Valencia Xiao and Angus Wilkinson (both Year 2)



Voices in the Sky

With a number of schools electing not to participate in junior soccer in Term 3, our staff created an internal competition on the Barrie Irons Oval that had 19 Hutchins Junior School teams playing each other over nine weeks to enable our boys to enjoy Saturday morning sport. It was a wonderful sight to see so many boys playing soccer and parents/carers on the sidelines enjoying the weather and games after a period of isolation due to the onerous measures required to keep the community safe.

Care for others

A prolonged period of physical distancing runs counter to the human desire for social connection. Many look forward to seeing friends at school or on the weekend, playing sport in a team or playing music in a band. Suddenly the things we looked forward to were no longer possible. The potential impacts on wellbeing were significant and required a concerted effort by all of us to look after each other during this challenging time.

The Year 12 boys responded by hosting a series of podcasts on wellbeing. Forty boys trained as Mental Health Contact Officers and events such as 'Out of the Shadows' and 'Freezin' for a Reason' were reconceived to enable these important mental health initiatives to go ahead under government mandated social restrictions. In keeping with the focus on service and the need to find creative solutions, the Year 12 boys found a way to raise awareness and funds for the Hobart Women's Shelter, an essential community organisation that was faced with increasing demands this year. They also held an inaugural Run-a-thon that saw boys running continuously for 12 hours from 8.00pm.

After running all night, the Year 12 boys finished their 457th continuous lap at 8.00am having run 183 kilometres. This remarkable effort not only raised important community awareness around family violence, homelessness and inequality within the Hobart community, but the boys also raised \$17,500 for the Hobart Women's Shelter.

I continue to be greatly encouraged by our boys' willingness to grapple challenging community issues.

Creativity

In keeping with the sharp focus on wellbeing over the past semester, a new creative arts project was initiated to encourage boys to reflect upon and share their experiences of 2020 – a year like no other in living memory.

As everyone will make sense of the experience of 2020 differently, a creative project entitled 'Voices in the Sky' was planned that provided every boy the opportunity to express how he was feeling and his hopes for the future.

Voices in the Sky was a kite making project where all boys were encouraged and empowered to share their voice and experiences. This included facilitated group discussions that culminated in boys writing their hopes for the future on their kite tail. Following the guided reflections and boys' expressions of hope for the future, boys decorated and constructed their kites. Having walked around the School during some of these workshops, it was uplifting to see boys of all ages getting involved in writing messages of hope, helping others to make the kites and finally experiencing the joy of flying a kite that they had made themselves.

The enthusiasm and joy on the faces of the boys as the whole school gathered on the War Memorial Oval to fly their kites, was affirmation the project achieved the wellbeing aims it set out to accomplish.

2020 has been a most unique, remarkable and challenging year. I am proud of our community: of the resilience, versatility, care for others and creativity our boys and staff shown. I am also tremendously grateful for the support, understanding and appreciation of our parents and carers. 🌟

Making a positive difference

The end of Term 3 saw the Senior School leaders, ably led by School Captain Ewan Sloan, organise and run the inaugural Run-a-thon – an 8.00pm to 8.00am (you read that correctly!) event during which the Year 12s ran as many laps around the War Memorial Oval as they could within that 12 hour period. The group of Year 12s involved raised over \$17,000 for this year's chosen charity, the Hobart Women's Shelter. The organisation of this event was a feat of stamina in itself after false starts, changes of dates and more COVID-19 considerations than you could shake a stick at!

The reason I chose to write about this event is to do with the organisation for which the students were raising money. As part of my role, I sit in the School Prefect meeting each week and so was able to witness the evolution of the boys' thinking in terms of choice of charity for the year. Many of the usual areas were discussed, such as sports charities, men's health and other similar fundraising groups. However, the thought process by the group was that they were interested in working with a group that was outside their comfort zone and one which would require more time and effort to understand than many of the previous charities we have supported.

One of the things that they definitely took on board was that, while their perception of the charity was that it would just support the women who are the 'direct' victims of violence, there was a gradual realisation for the boys of the impact violence has across the whole family unit.



Mr Richard Davies

In fact, the organisation spends just as much time and resources trying to help that whole family unit piece their lives back together as it does with the initial victims themselves. For many of our student leaders, this new realisation of such a wide social impact was something a long way outside of their normal world and for some was extremely confronting.

The reason I was particularly proud of the group for the work they put in to choose the charity initially and then the understanding that arose from the work, is that it is knowledge, understanding and awareness that they will be able to build on in the coming years. An area which to many people previously has been taboo, or an awkward thing to talk about has been grasped by the horns and I am sure the impression it has made will have a lasting effect on those who have engaged with the charity. It is this area of empathy and understanding, which is well above and beyond a student's grasp of quantum mechanics or scanning of spondees, that will form their character as they go on from Hutchins to all walks of life. It is this kind of widened awareness and experience that will truly help them make a positive difference in the world. 🌟



Year 12 Run-a-thon

MR STEPHEN COVENTRY Head of Junior School

Globally, this COVID-19 year has led to a change in learning and experiences for students, teachers and families. When starting the academic year, who would have thought the home dining room would become a classroom for our children, online meetings would become a daily occurrence and parents/carers would become such an important home support for day to day learning.

Home-based learning highlighted that our boys require a range of well-developed skills to manage new challenges. A common frustration for parents/carers during home-based learning was that their children didn't have the skill to manage themselves as learners – their knowledge about the topic or lesson was often a secondary issue.

Things don't always happen as planned or the way we wanted. That's certainly been the case throughout 2020! So what skills are needed to manage new and changing learning environments? What can we do to help boys adjust to significant, inevitable, challenges as they continue their education and their lives beyond school?

Developing resilience

To successfully navigate challenges our children need a well-developed tool kit of emotional skills, including resilience. To build resilience, our children need experiences that are challenging, unfamiliar and don't always lead to success. Communication plays a key role in developing this skill so boys can reflect on and learn from challenges.

Collaboration skills

Working with others is an essential day to day requirement. When working together, students build on each other's ideas, reflect on their own thoughts and understandings and take responsibility for completing tasks that are required of them. This collaboration was particularly difficult during home-based learning and required some innovative thinking and planning from teachers to find collaborative opportunities in an isolated environment.



Mr Stephen Coventry

Adapting and managing new challenges

Years 3 and 4
Dance TroupeHarrison Riley (Year 12)
helping Sebastian McIndoe
(Year 2) with his tie



Year 5 Art with Mrs Rebecca Terry



Mrs Kylie White and Elliott Lee
(Kindergarten)



New Kindergarten boys
receiving their Roary teddies

Research and comprehension skills

We have all seen our children become lost on the internet searching for information. Effective research skills are critical for our children, as the learner needs to not only find information, but also understand the content and evaluate how accurate and useful that information is. Research at school starts with simple fact gathering in the Early Years (I loved learning about the Spotted Hand Fish from the Pre-Kindergarten boys this year); by Year 2 the boys are confident researchers; by Year 6 they have the world's knowledge at their fingertip.

Becoming a reflective learner

Adults are fully aware of their strengths and limitations. This self-awareness starts at a young age and is supported at school by the activities we plan and the conversations that occur in class. We need the boys to understand their strengths, challenges and next steps for their learning. Learning goals provide a focus and a clear path for the boys to follow.

Learning beyond the classroom

Learning doesn't stop at the end of the school day. Learning opportunities and experiences outside of school strengthen your child's knowledge and help to develop the skills we focus on at school. To set them up for success, the focus has to be equipping our children with the skill sets they will need to manage new and unfamiliar environments, at school, at home and beyond. 🦋

MR KEN KINGSTON (87) Head of Middle School

Each morning I arrive at work to the buzz of the active building site on Nelson Road. I am usually joined by a small group of interested students looking down on the skeleton of the new building. Just this week, the foundations were being poured, and there were glimpses of the building's form and function. It is exciting to observe the thoughts and reflections of staff, the input from designers and the innovative ideas taking shape, knowing that the built environment will create a purposeful atmosphere in which to teach and learn. The conversation ensued, about what the building would look like, feel like and how it might differ from our existing classrooms. These conversations are also laying the foundations of a new way of learning.

The spaces will allow for a variety of instruction and learning styles and methods, from the traditional classroom through to collaborative and creative spaces to work in a team or to quietly reflect. To build a learning community, the spaces should also promote community and the new building has a multitude of areas in which to meet, learn, gather and celebrate. As well as modern learning spaces, the outdoor spaces and courtyards will engage students in activities as varied as games, cooking, gardening and free play. My hope is that every student will find a space to feel safe, learn and grow.



In step with the construction, our curriculum and pedagogy are being developed to respond specifically to the needs of our students. The new, vibrant building will be home to students and staff who value learning, community and wellbeing. How we teach and how we learn will be inclusive, safe and promote the School values through interactions. Moving from primary school into secondary school should be smooth, supported and safe. It should also be challenging and rewarding, maximising learning and growth. What we do will allow students to learn but also develop character.



James Baird (Year 7)

An innovative learning environment

The students will need to acquire the skills and knowledge required in a rapidly changing world. They will need to be literate, numerate and apply a range of thinking and problem-solving skills. They will need to be socially, economically and environmentally aware. We hope that these students will be leaders in our community, solving the problems of today as well as those yet to come. We also hope that their Middle School experience will build their capacity to be independent, resilient learners as they move through the School.

I hope that our new Years 6–8 Middle School will be an inspiring place to learn with the collaboration of an innovative learning environment, a progressive and age-specific pedagogy and an invigorating curriculum. It is also my hope that we will create a vibrant and inspiring culture. I really can't wait to put our new Middle School to the ultimate test, sharing it with the boys and staff who will be part of it. 🦁



(above) Artist's impression of the Middle School extension

(left) Head of Middle School Mr Ken Kingston and Year 8 students Ryan Sherman, Tomasz Rybak with Fairbrother Site Manager Adrian De Jong

MR MARTIN CHAMBERS Assistant Head of Senior School – School House

In what has proven to be one of the most challenging periods in education we have witnessed, it has been incredible to observe through a range of programs since lockdown a sense of comradery, giving, resilience and hope within the Senior School community.



Mr Martin Chambers

Comradery, giving, resilience and hope



Examples of the co-curricular and community service activities included House Chess, House Debating, R U OK? Day, House Athletics Carnival, Winter Clothes Appeal, Out of the Shadows, Winter Sports Day, Freezin' for a Reason, Run-a-thon, House Drama, House Music, The Salvation Army Cooking for Homeless, Pasta Drive for Loaves and Fishes, Christmas Box Campaign, Staff v Student sports, and SSATIS sports and carnivals.

Curriculum focussed events included mid-year exams and Family/Teacher Conferences, strategic planning, graduation programs, Virtual Music and Drama programs, and Extension and Support Program (ESP).

What was astonishing to see was how the staff organising activities found countless work-arounds for events to proceed. These included streaming of activities, pre-recording events, running traditional indoor programs outdoors and rescheduling for smaller groups. COVID-19 Officers were often deployed to assist. From the boys' viewpoint, they enjoyed staying busy, getting involved and were more than happy to accept the 'modified' conditions that were often imposed.

There was obvious disappointment in events which were cancelled but in the main they were able to see the bigger picture, accept the fact that we were all in this together and indeed look for ways not only to join in but also to help out.

It is in this helping out of others where we witnessed the most impressive side of our Senior School boys.

As Galadriel Watson writes (*The Washington Post*, April 2, 2020) in her article, "If we're all caught in a dangerous pandemic, where does the impulse to help others come from?" she notes that Lara Aknin (Associate Professor of Social Psychology at Canada's Simon Fraser University) suggests that helping and happiness go hand in hand and that generosity is one of the top six predictors of happiness.

In the same article Craig Parks (Professor of Social Psychology at Washington State University) talks about the term 'prosocial' whereby when you are given the choice of between acting in your personal best interests or acting in the best interest of the others, that you opt for the latter. He suggests that through the pandemic (something that we can't battle on our own) there has been a greater sense of prosocial activity. This has been absolutely reflected in the behaviour of the boys in the Senior School. Helping others increased happiness!

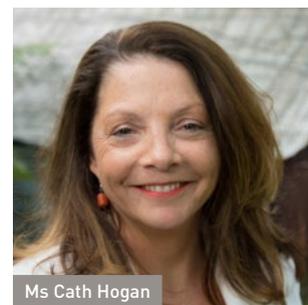
The harder the situation was, the more determined they were in helping both each other and the community. The further they were pushed against the walls, the more help by them was offered. With this, congratulations to everyone in the Senior School community for your outstanding efforts over recent times. Such great memories have now been built. 🍷



(above) Out of the Shadows walk
(left) Daniel Sypkes (Year 10)
(right) Ewan Sloan (School Captain) and Janet Saunders (CEO of the Hobart Women's Shelter)



Nurturing and developing quality teacher professional learning practices



Ms Cath Hogan

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

We know that teachers make a difference, but what makes the difference in teachers? Rarely in education is there overwhelming and unanimous consensus about best practice. Professional Learning Communities is that rarity. Supported by a plethora of highly respected educational researchers from all over the world, schools are adopting this model of collaborative practice to support and ensure quality teaching and learning. In the Junior School, this is an ongoing journey that began over three years ago. A Professional Learning Community (PLC) is about building a culture of collaboration and inquiry, based on research-based practices in curriculum development, instruction, assessment, teacher professional learning, and student engagement.

While ‘continuous improvement’ is a catch cry, that is exactly what we are setting our sights on – working together as a learning community to move from ‘above’ to ‘well above’. Within our Junior School teaching staff, we have a vast number of years of educational experience upon which to draw. Setting up the structures and the processes to allow this sharing of knowledge and instructional practice is key to that improvement. As Brian Aspinall tweeted (Feb 21, 2019), ‘Sometimes the greatest PD is the teacher down the hall’.

The move to working more collaboratively online this year has afforded us several unique opportunities to tap into professional learning from around the globe. Various educational organisations, researchers and practitioners have been extremely generous in providing affordable professional online learning to teachers. Our staff has taken advantage of quite a number of these opportunities. The Hobart Show long weekend saw 15 of our Junior Staff at school working collaboratively online with other Tasmanian teachers to improve their knowledge and practice of Inquiry Learning. The first week back in Term 4 saw teachers improving their craft through the ‘Art and Science of Teaching’ workshops held remotely from Brisbane. Independent Schools Tasmania hold regular informative sessions for our classroom teachers. It is well documented that a commonality in school improvement is high-quality professional learning. As we continue to enhance the quality of learning experiences for all our boys, we are certainly committed to ensuring robust and targeted professional learning for all our staff. 🐾



Prep class with Miss Bree Dick (Prep Teacher)

Something new, something distinctive and profound

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

In 2018, the Organisation for Economic Co-operation and Development (OECD) published a position paper entitled, *'The Future of Education and Skills 2030: The Future We Want'*. The opening paragraph of the forward reads:

'We are facing unprecedented challenges – social, economic and environmental – driven by accelerating globalisation and a faster rate of technological developments. At the same time, those forces are providing us with myriad new opportunities for human advancement. The future is uncertain and we cannot predict it; but we need to be open and ready for it. The children entering education in 2018 will be young adults in 2030. Schools can prepare them for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated. It will be a shared responsibility to seize opportunities and find solutions.'



Mr Iain Belôt

From the Head of Teaching
and Learning (Years 7–12)

Learning is the control to our purpose. Currently the School Board and the Headmaster are casting the strategic priorities for the next phase of our development. It is an exciting time to consider our practice. We have a powerful history upon which to stand. The legacy of our school surrounds us in Hobart and reaches across the world. We accept the responsibility to steward the future for those in our care. We have an opportunity to reach for something new, something distinctive and profound. ✨

Oliver O'Brien (Year 7) and Jason Ye (Year 10)



MS JUDITH MANN Head of Music

As we come to the end of what has been an unusual year for Hutchins Music we have much to celebrate with regards to the performance work and growth of our musicians and ensembles.

Music@ Hutchins goes virtual in 2020



Senior Stage Band performing at their Virtual Concert

Middle and Senior School Singers on Mount Wellington/kunanyi



Some new developments this year included the introduction of Paganini Strings which gives our youngest string players an ensemble experience, a positive and successful collaboration with St Michael's Collegiate involving our Senior Concert Band and String Orchestra players, emerging contemporary groups and rock bands and a growing enrolment in music technology courses. Along with our continuing choral, string and band ensembles this makes for a busy schedule of weekly rehearsals as well as weekly individual lessons for over 300 boys from Kindergarten to Year 12.

Junior School Guitar Ensemble in the Chapel of St Thomas



Barbershop at Paradise Lost Barbershop, Elizabeth Street





Middle School Concert Band at the
UTAS Observatory, Cambridge

The boys worked hard to prepare their pieces and enjoyed recording audio tracks, bus trips and live filming as well as a bit of local sightseeing. The video footage was shot and edited by Angus Ashton ('07), himself a Hutchins Old Boy and the videos are a fantastic memento from this unusual year of music.

You can view the Hutchins Music Video Series 2020 on our [YouTube channel](#).

In addition to the Music Video Project, the Junior School musicians presented a range of music at a Music Assembly, and the Middle School and Senior School musicians recorded a virtual concert for families and friends at the Spring Music Celebration held in late September. In Term 4, events such as Hutchins Rocks, Hutchins Sings, Hutchins Strings and Hutchins Bands provided platforms for music to continued to be shared across the Junior, Middle and Senior School ensembles.

Congratulations and thank you to all of our music tutors, ensemble directors and all of the Music boys for their enthusiasm, tenacity, adaptability and creativity which resulted in 2020 being a successful year for Hutchins Music. 🐼

Hutchins Music Video Project and Virtual Spring Celebration Concert

As performance work was not possible in the regular way this year it was very important to give the boys opportunities to play and sing for their peers and their families to enjoy. Early in Term 3, we set off around Hobart to film all of our ensembles live in locations including the Hobart waterfront, aboard the *Windeward Bound*, Salamanca Arts Centre, UTAS Observatory, Hobart Town Hall, Lenna Hotel, Mount Wellington/kunanyi and in the middle of Blundstone Arena as well as in locations around our school campus.



Headmaster Dr Rob McEwan performing with the Junior School Concert Band at Blundstone Arena



Junior School Orchestra performing in the Peacock Theatre, Salamanca Arts Centre

Semester Two Sport snapshot

MR JASON BERRY Director of Sport

As Tasmanians returned to sport in the second half of 2020, we were excited that most of our school sporting fixtures were able to proceed in some capacity.

With increased hygiene and tracing protocols in place, Hutchins managed to field teams in 22 out of a possible 25 regular senior sports.

We were continually impressed and proud of our students as they displayed exceptional resilience, flexibility, and character, especially as many dealt with the disappointment of cancelled tours and national competitions.

Over the course of Semester Two, our Middle and Senior School teams made an impressive six SSATIS finals, prevailing in Year 8 hockey (in a Hutchins v Hutchins Grand Final), Year 8 soccer and going down narrowly in senior basketball, hockey and soccer finals.

Remarkably, for the first time in 15 years, Hutchins won the SATIS State Tennis Final in a nail-biting match against Launceston Church Grammar School. The young First IV tennis team, consisting of Ben Fergusson (Year 10), Lachlan Browne (Year 8), George Anderson (Year 8) and Jack Akl (Year 8) entered the SATIS final three months after the conclusion of the Term 1 season. After an enthralling battle, Hutchins was able to win the final two matches of the day in super tie-breaks to upset their more experienced northern opposition.

We successfully navigated COVID-19 regulations to host various, large scale, sporting fixtures, in particular the rugby gala day, in which Hutchins were successful against a team made up of the best rugby players throughout the rest of Tasmania. We also managed to host two fundraising Australian Rules Football matches for the Alex Gadomski fellowship, raising over \$2,000 for this extremely worthwhile cause.

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 and thank you for submitting these achievements to share with the Hutchins community (please note that a large proportion of interstate and international tours were unable to occur due to travel restrictions).

ATHLETICS

- **Samuel Essex** (Year 8) silver medal in the State Athletics Championships

AUSTRALIAN RULES FOOTBALL

- **Riley Ashlin** (Year 12) selected in Tasmanian U18 Devils squad

BASKETBALL

- **Tommy Bennett** (Year 8) selected in U16 State Development Program

CRICKET

- **Thomas Willoughby** (Year 12) selected in the Tasmanian U19 cricket squad
- **James Scott** (Year 9) and **Louis Smith** (Year 9) represented Tasmania in the National U15 Cricket Championships

GYMNASTICS

- **Lachlan Kemmis-Cole** (Year 7) Mens Artistic Gymnastics – Level 7 State Championships

HOCKEY

- **Ashby Bingham** (Year 12) selected in State U18 hockey team

KARATE

- **Henry Burnett** (Year 11) selected in Tasmanian Karate team

ROWING

- **Harrison Black** (Year 12), **Axel Moore** (Year 12), **Oscar Campbell** (Year 12), **Christopher Law** (Year 12), **Thomas Verney** (Year 12), **Benjamin Boman** (Year 11), **Sebastian Fry** (Year 11), **Samuel Henning** (Year 11), **Sam Mounter** (Year 11) selected to row at the National Rowing Championships in Sydney

SAILING

- **Harry Pilkington** (Year 5) selected in Australian Optimist Development Squad

SWIMMING

- **William Botterill-James** (Year 5) selected in State swimming team

TENNIS

- **Ben Fergusson** (Year 10) selected in State Pizzy Cup team

TRAMPOLINE

- **Jameson Brooks** (Year 9) selected in Tasmanian Trampoline and Mini Trampoline teams

UNDERWATER HOCKEY

- **William Grierson** (Year 11) represented Tasmania in the National Underwater Hockey Competition

Finally, we would like to take the opportunity to publicly and sincerely thank the following Teachers-in-Charge for their work in various sports, for without their passion, experience and professionalism we could not offer the wide variety of activities that we currently do. We look forward to their continued involvement in 2021 and wish everyone a safe and enjoyable end of term.

Athletics – Mr Martin Chambers
Middle Years Basketball – Mr Adam Palfreyman
Golf – Mr Adam Palfreyman
Middle Years Tennis – Mrs Fiona Moroney
Middle Years Hockey – Mr Anthony Hyland
Orienteering/parkrun – Mr Ivor Leonard
Surfing – Dr Nick Eaves
Squash – Rev Mark Holland
Sport Shooting – Mr Kent Moore
Swimming – Mr Richard Gard
Table Tennis – Mr Erik Marr
Middle Years Badminton – Rev Dr Lee Weissel
Chess – Mr Shaun Killian
Debating – Mrs Kate Reid
Volleyball – Dr Adam James
Middle Years Australian Rules

Football – Mr Tom Green
Middle Years Soccer – Mr Justin Bowman-Shaw
Tennis – Dr Keith Martin-Smith
Karate – Mr Cameron Hudson
Mountain Biking – Mr Anthony Hyland
Middle Years Rowing – Mrs Rebecca Terry
Rowing – Mr Sam Manson
Badminton – Ms Jodie Schafferius
Water Polo – Mr James Seddon
Middle Years Rugby – Mr Shaun Killian
Middle Years Cricket – Mr Tom Green
Hockey – Mr James McLeod
Basketball – Mr Matt Sayers
Soccer – Mrs Kate Nunn
Rugby – Mr Brett Smith
Australian Rules Football – Mr Jason Berry
Cricket – Mr Travis Little
Sailing – Mr Robert Tuck 🏆



Our 25th Rhodes Scholar

MRS MICHELLE MIZZEN Marketing and Communications Manager

Congratulations to Nanak Narulla ('11) on being awarded the Rhodes Scholarship for 2021.



Nanak Narulla ('11)

Nanak moved to Sydney after graduating from Hutchins to do a Medicine/Arts degree in 2012, transferring to Law in 2015. Nanak has taken part in an 8-month leadership course through the Centre for Sustainability Leadership, which helped to introduce him to an incredible community of positive environmentalists in Sydney. The reality of a future where we will be displaced by the effects of climate change is one that we will have to confront and Nanak's experience working on Manus Island demonstrated that we are going to need to have a serious social transformation before Australia is psychologically ready to play the role it will have to in assisting that process.

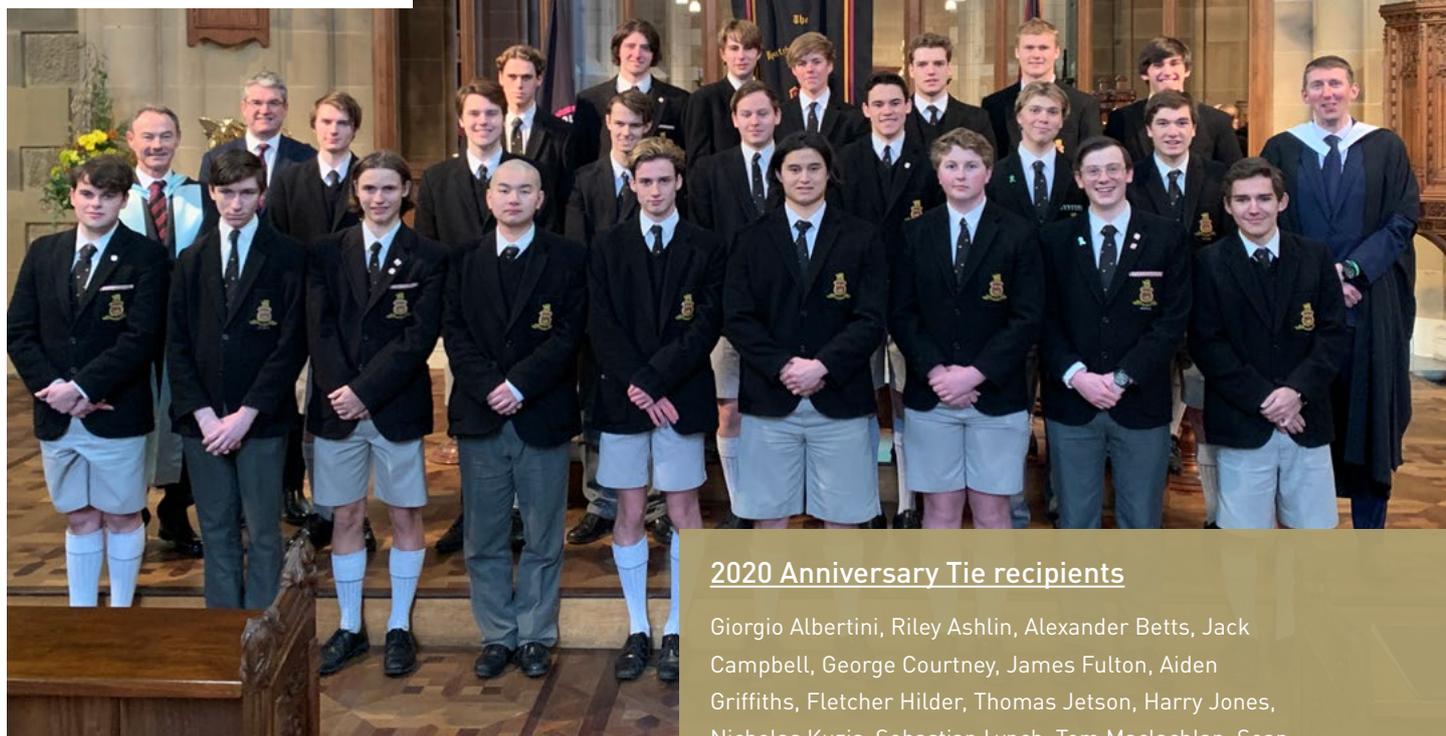
In 2018, at the Leavers Luncheon held in Burbury House, Nanak was presented with the 2018 HSOBA Young Alumni Award. This award recognises Hutchins alumni in the early-mid stage of their careers who have made a significant achievement in their chosen field of endeavour. The HSOBA and leavers of 2018 selected Nanak as the winner of this award for his work with Asylum Seeker Advocacy, Indigenous Australian Advocacy and Environmentalism all whilst completing a Law degree at UNSW which he will graduate from this year.

Nanak is our 25th Rhodes Scholar recipient and he joins a long list of eminent Old Boys, including Emeritus Professor Graeme Salmon ('51), Dr Steve Gumley ('74), Dr Henry West ('11) and Harjeevan Narulla ('07). 🦁

A long history of Rhodes Scholars

1909	F B Edwards	1926	J D L Hood
1915	J A Barnett	1928	A Smithies
1911	C S King	1931	E C R Spooner
1913	C S Rayner	1932	E J Warlow-Davies
1916	L T Butler	1940	E D Tudor
1917	A F Payne	1955	G L Salmon
1919	A J Clinch	1976	R C Forage
1920	F B Richardson	1979	S J Gumley
1921	E M Lilley	1988	M C Elias
1922	J K Clinch	2013	S H Forbes
1923	L G H Huxley	2016	H S Narulla
1924	A McDougall	2017	H W West
		2021	N S Narulla

Celebrating Anniversary Week



Anniversary Tie recipients 2020

MISS ALICE SCOTT Marketing and Communications Officer

Anniversary Assembly

As part of our Anniversary Week celebrations, the Pre-Kindergarten to Year 6 boys participated in a virtual Anniversary Assembly on Tuesday 4 August 2020.

The assembly included our tradition of the youngest and eldest child in the Junior School (Damian Chen in Pre-Kindergarten and Nicholas Badenach in Year 6) cutting the Anniversary Cake with Mr Barrie Irons (President of the Hutchins School Old Boys' Association), as well as some performances from the Junior School Orchestra and Year 5/6 Pride Choir.

Thank you to our MCs Mac Hammond and Charlie Blackwood (both Year 6) who did a great job.

2020 Anniversary Tie recipients

Giorgio Albertini, Riley Ashlin, Alexander Betts, Jack Campbell, George Courtney, James Fulton, Aiden Griffiths, Fletcher Hilder, Thomas Jetson, Harry Jones, Nicholas Kuzis, Sebastian Lynch, Tom Maclachlan, Sean Magnusson, Ethan Medwin, Jonah Micovic, Samuel Mulcahy, Charles Negri, Henry Reeve, Felix Smith, Riley Stevenson, Saxon Wright and Shenghong (Xuehong) Zhu

Anniversary Ties

Congratulations to the above students who received Anniversary Ties at the Anniversary Service at St David's Cathedral on 12 August. The ties were introduced to provide the School the opportunity to recognise in a tangible way a Year 12 boy who does not hold a high profile position but who exemplifies the values which are important to Hutchins and has the respect of his peer group and staff.

As we begin our 175th year as a school, we share with you one of the many initiatives planned to celebrate this incredible milestone. On the School's 174th birthday, our 1846 topiary was installed in front of the Senior School. We look forward to watching this grow over the next year. 🌱

1846

Voices in the Sky

DR JOY BARBER-MILOJEVIC Art Curator

The world has profoundly changed in 2020 due to the emergence of the COVID-19 pandemic. The degree and speed of change has resulted in a great deal of uncertainty, insecurity and apprehension for many young people. Research recently released by Unicef Australia in a study called 'Living in Limbo' reports that almost half of the 1,000+, 13 to 17 year olds they surveyed were experiencing increased levels of stress and anxiety, and that their ability to cope was in decline.



Students enjoying the Voices in the Sky kite flying event

As staff of The Hutchins School worked remotely during home-based learning our School Counsellor (Mr Matt Magnus) and myself discussed how best to support the young people of the School during this challenging time. We considered what meaningful wellbeing measures might be introduced to provide every student the opportunity to express how they feel and have these feelings validated. An idea of a creative arts project involving the whole school developed.

A plan was formed for every student to participate in the designing of a kite. It was envisaged that in this way students would be encouraged and empowered to share their voices and experiences. The rationale was that through facilitating the creative process of making a kite, young people would be provided with an opportunity to express how they were feeling. Consequently, by communicating their experiences, relationships and a sense of belonging would be strengthened. Throughout September and October students gathered together to design their own kite and were asked to express how they are feeling and what their hope or wish is for the future. Their hopes were written on the kite tails, hence the project title Voices in the Sky.

On Wednesday 28 October, students from Pre-Kindergarten to Year 12 met to fly their kites simultaneously. The idea that we share the same sky with everyone, everywhere at this time is particularly poignant. That the multiple and collective voice of the School community fly in an immense sky has the potential to be a powerful and eloquent response to this year's events.

After so many months of reduced shared activities, it was great to see the War Memorial Oval a hub of activity and colour, featuring the House and school crest kites (launched successfully by the Year 12s) hovering gracefully amongst

the myriad of beautifully illustrated kites made by the rest of the School. What was most evident was how happy boys and staff were to be together, enjoying each other's company and sharing a picnic lunch, an ice cream and the experience of flying a kite.

It has been nothing short of awe-inspiring to see the School community mobilise across campuses and faculties to create such a great outcome. Particularly at this time of the school year, when there are so many competing demands, we were very grateful for the contribution and commitment made by members of staff. Voices in the Sky has been a whole of school effort, so thank you to everyone. 🌈

Continuous Service

REVEREND DR LEE WEISSEL Chaplain

Our Year 12 students have been campaigning for their chosen charity, the Hobart Women's Shelter throughout the year with a variety of fundraising events, finishing with the Run-a-thon last term where as a group, the boys ran for 12 hours overnight on the War Memorial Oval. Together, Year 12 ran 557 laps (183km) over the evening and raised over \$17,000 for the Hobart Women's Shelter. Not only have the boys raised much needed funds, they have also raised awareness about gender equality and domestic violence among their peers.



Like many other places, this year's COVID-19 pandemic saw us unable to partner with many groups. Rather than move into a season of hibernation, our Service Learning team, which comprises of some of our senior students, sought to innovate through the crisis. These have included donating blood at the Australian Red Cross, volunteering at Wellspring Anglican Church to provide assistance for their Show Hope program which provides meals and groceries to UTAS students who are unable to work or return home. Students continued to participate in The Smith Family 'student 2 student' reading program where they volunteer to journey with a student over the phone for nine weeks to assist them with literacy through the reading of books and discussing the story. Students at The Hutchins School who have participated as reading buddies find this an incredibly rewarding experience often affording opportunity to reflect on their own learning journey.

We used one of our House initiatives, the Winter Clothes Appeal, and broadened it to be a whole school event. In partnership with St Vincent de Paul, we saw hundreds and hundreds of items donated from across the School community and collected on the School site. At the School, items were checked and folded and placed into boxes. At different times across the term, the boxes were delivered to the St Vincent de Paul collection site for distribution.

Year 11 students Angus Christie, Andrew Gregg, Jake Wilkinson, Benjamin Davie, Benjamin Horsham and Hamish McDougall have been busy working on The Changemaker Project, an international initiative focused on giving young people the tools to make positive changes in their community. The boys met with Mr Adam Palfreyman during lunchtimes to work on their project: Hutchins 4 Homeless where they have planned and gained funding to build a community garden aimed at feeding those in need.

Three of our Year 12 Prefects (Harrison Black, Charles Zeeman and Noah Sargent) participated in The EDGE, abseiling from the top of Wrest Point Casino to raise money for the Royal Hobart Hospital Research Foundation. Together they raised over \$1,800 for this great cause.



School Vice-Captain
Alexander Kuzis
volunteering at Show Hope

Year 12 students
Lewis Traill and
School Captain Ewan
Sloan donating blood
(left) Freezin' for
a Reason



Year 12 students Angus Wakefield, Joe Clifford,
Harrison Black and Axel Moore with Mitch
McPherson from SPEAK UP! Stay ChatTY



R U OK? Day

MR MIKE CONACHER Assistant Head of Senior School
– Stephens House

R U OK? Day was celebrated on Thursday 10 September. This year, the aim was for all Australians to learn what to say if someone says they're not OK. To promote and share this message across the Senior School, Stephens House hosted an R U OK? Day lunch in the Quad for staff and students.

Joe Clifford (Year 12) and Axel Moore (Year 12) from the Student Wellbeing Committee addressed the Senior School community on stage and James Rice ('05) and Tash Cloak from Speak Up! Stay ChatTY also said a few words on the significance of the day and the message.

If someone says they're not OK, listen with an open mind and invite them to share more about how they are feeling. Once they've opened up, encourage them to access support or to do something that might help them manage the load. 🍷

Working further with those in need has seen the Hutchins community work with The Salvation Army in Hobart. During the weekdays, there are various places for people struggling to eat to go to for a meal, however, over the weekend, these places are closed, leaving many of our most vulnerable to fend for themselves. In response to the need, The Salvation Army run a free Sunday evening meal. This event has enabled many groups to come and assist in cooking and serving in the city. Hutchins have had the privilege of being a part of this group, being able to run the kitchen four times a year. This has seen many of our students come face to face with homelessness and the stories of the people in this space. For many listening to these stories while sharing a meal has been truly transformative.

Other initiatives this year included Freezin' for a Reason which also raised funds for the Hobart Women's Shelter, Out of the Shadows which raised money for Lifeline and a pasta drive which raised money for Loaves and Fishes who provide Emergency Food Relief to 1000's of struggling Tasmanians impacted by the loss of employment, financial stress, and social disadvantage. 🍷

10 years of the Power of 9

MR SHANE MCALOON Power of 9 Co-ordinator

2020 marks the 10th year of the Power of 9 program at The Hutchins School.

As we hurtle towards the end of the school year, our Power of 9 and Outdoor Education staff are busily getting ready to get our Power of 9 groups out into the Tasmanian wilderness for an expedition experience. The disruption of COVID-19 restrictions earlier in the year saw the postponement of our scheduled Challenge trips and our Year 9 boys will now finish off what has been a logistical and emotional rollercoaster with the opportunity to get out of their familiar environment and reflect on who they are and how they can contribute to the world around them.

Whilst we tell our boys that Power of 9 is not all about the Expedition, we are really excited to be able ensure our 2020 boys get to engage in the experience, as it is often the real catalyst for personal growth within our program.

As staff we also gain a great deal from working with the boys out in the field, whilst on Expedition we truly feel a part of our boys' life journey and come to understand the power of the work we are so lucky to do.



Port Davey group, 2010

As this year draws to a close, we too will take a moment to reflect. We'll reflect on the fact that 2020 will mark 10 years of the Power of 9 program and on the multitude of transformational experiences so many of boys had during that time. Be it growing in confidence, developing empathy for others, gaining a greater appreciation for the natural world, coming to understand what we are truly capable of, or even just making some really good mates, since its inception Power of 9 has been an important rite of passage for so many of the over 1,200 Hutchins boys who've stepped up and met the challenge!

It all began with the passion and insight of Mr Ken Kingston, who in 2009 started working on the development of a program to give more meaning and support to our boys as they transitioned into Senior School. Former Headmaster Warwick Dean's enthusiasm for Mr Kingston's vision provided the impetus for Power of 9 to become a

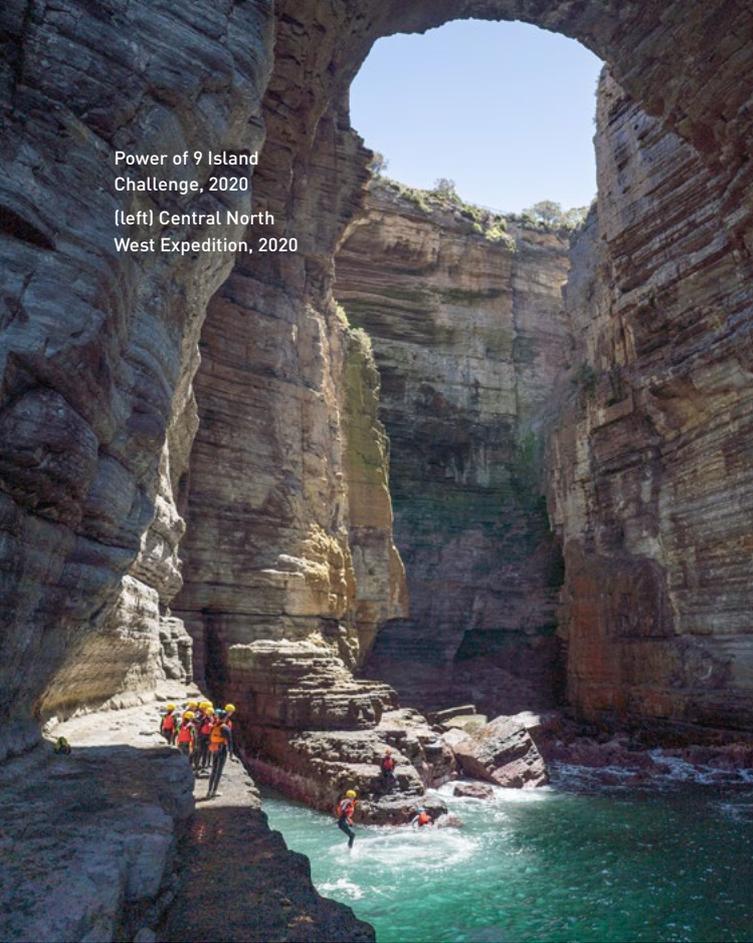
reality and 2010 saw a keen crew of volunteer students embark on a pilot Challenge to Port Davey.

With the Expedition element in place, work was undertaken on getting everything up and running for the inaugural year in 2011. Uniforms were designed, experiential learning curriculum was written, and the former chandlery in Marieville Esplanade was transformed into a flexible classroom and home base.

Many people were involved in the early days of Power of 9, but special mention must be made of Mr Kingston, as well as former staff members, Peter Brown (inaugural Power of 9 teacher) and Todd Blackhall (Director of Outdoor Education).

In the years that followed the program has enabled nine sailing voyages to Port Davey and hikes along the South Coast Track, 10 journeys into the heart of the country on our Central Australia Challenge, three trips to Northern Thailand and four to the Fijian Highlands through

Power of 9 Island Challenge, 2020
(left) Central North West Expedition, 2020



our Global Challenge, three visits to the Tiwi Islands and eleven Island Challenges that have had us riding, walking, climbing, kayaking, abseiling, rafting, swimming, sailing, and navigating to all corners of our island State and many of its offshore islands.

The program has also enabled unquantifiable levels of personal growth and too many great stories and memories to recount here.

As the current staff reflect on the events of 2020 and the years of Power of 9 which preceded it, we will do with a great sense of gratitude for inspiration of Mr Kingston and his team and for the enormous support that Power of 9 has received from staff, students, families and the whole Hutchins community on the journey so far. We have been so lucky to be able to do the work with so many boys and their families and look forward to the next 10 and beyond. 🍀



Power of 9 Island Challenge Group 2 with Mr Mark Oates and Mr Daniel Blake

Follow Your Dreams

MR PAUL BONNITCHA Career Education and Vocational Learning Officer

This year's Follow Your Dreams award funding was provided directly from The Hutchins School having historically been funded by The Hutchins Foundation, for which many past recipients are extremely grateful. As the funding shifted so did the alignment of the awards.

The 2020 applicants were asked how their dream aligned to The Hutchins School vision to provide an 'inspirational education where each boy strives to achieve his personal best and is willing to serve his community as an informed and active citizen...'

Over 35 students from Years 10–12 applied, with the eight recipients sharing in the \$8,000 award pool. This year rather than a cash award for recipients, Hutchins purchased a specific item/s required to help the student achieve their dream.

Assisting me in the selection process was Mr Matt Magnus, School Counsellor and Old Boy Jake McIntyre ('17), and we were all extremely impressed by the standard of applicants and how they articulated their dream within the context of the Hutchins vision.

The final recipients were:

- **Sebastian Greenwood** (Year 10) – Videography equipment to take his Mountain Bike videography business to the next level.
- **Izac Grantham** (Year 12) – Yamaha keyboard allowing him to stay connected to his passion for music during his interstate university studies.
- **Lewis Traill** (Year 12) – Equipment to aid in his training and preparation for the Australian Indoor Climbing Championships.
- **Hamish McDougall** (Year 11) – Guitar amplifier to further his passion for music.
- **Blake Marriott** (Year 10) – Scuba course to continue to explore the underwater world and a career in the marine industry.
- **Angus Christie** (Year 11) – National Youth Science Expo to further connect to his love of science.
- **William Whitbread** (Year 10) – Underwater GoPro to further his passion for all things underwater.
- **Zachary Phair** (Year 11) – Equipment to aid in his pursuit of a career in professional cricket.

Congratulations to this year's Follow Your Dreams award recipients. 🍀

Staff farewells

We farewell the staff members leaving us this year and thank them for being part of the Hutchins community.

The following staff members have been a part of our community for the past five years or more.

MRS ANDREA KOOYMAN

After 33 years of wonderful and caring service to the boys across the whole school as Matron, Mrs Andrea Kooyman decided to retire at the end of 2020. A significant part of Andrea's role has been in the boarding house where she has been like a 'House Mother' for many boys. Andrea has worked with seven boarding house Senior Masters/Directors of Boarding and under four different Headmasters.

Andrea described caring for boys in the boarding house as a great privilege as she watched young boys grow into young men. She leaves the School with many happy memories, warm moments with parents/carers, and some special friendships with colleagues and former boarding staff well beyond their tenure. We thank Andrea for her dedication to caring for all of our students.

MRS ANNA KIRKLAND

After 22 years of dedicated service to The Hutchins School, we farewell Mrs Anna Kirkland in Term 3. Anna worked across many areas of the School during her career at Hutchins. Most recently, she played an important role in supporting the extensive events program at Hutchins.

We sincerely thank Anna for everything she has done for the School and wish her a long and happy retirement.

MS LEANNE WEEKS

Ms Leanne Weeks commenced at Hutchins in 2003. Over her years at Hutchins, Leanne worked in both the Stephens and Nettlefold Libraries as a Library Technician. Leanne's cataloguing skills, along with her dedication to student library services is to be commended. Leanne is very much looking forward to moving closer to her family in the north of the State and we wish her well in her new position as a Library Technician at St Patrick's College, Launceston.

MRS ROSEMARY SEDDON

Mrs Rosemary Seddon commenced at Hutchins in 2005. This is not the first time we have farewellled Rosemary as she is one of our Hutchins Old Girls, having left the School as a student in 1976. Rosemary's administration skills in both the Visual and Performing Arts Faculty and Nettlefold Library is only matched by her incredible interpersonal skills and customer service focus. We wish Rosemary all the very best in her retirement.

MS NICKI AMOROSA

In Term 3 we farewellled Nicki after 12 years of service in our cleaning team. We thank Nicki for her contribution to Hutchins and wish her every success for the future.

MS FRITH JAMES

In Term 4 we farewellled Ms Frith James after 12 years of service to the School, predominately in our cleaning team.

Following completion of a Certificate III in Business Administration last year, Frith has been seeking an opportunity to move into a full time administrative role. We are delighted for Frith that this has been realised.

We thank Frith for her contribution to Hutchins and wish her every success in the future.

MISS BREE DICK

After nine years of outstanding teaching and pastoral care of boys, Miss Bree Dick has accepted a position at St Michael's Collegiate School as a Year 2 teacher. During her career at Hutchins, Bree has been a dedicated Prep teacher and an exceptional colleague. Any student fortunate enough to be in Bree's class benefited from her positivity, caring nature and ability to support each and every boy on their learning journey. Bree's well-developed understanding of the National Curriculum was of great benefit to our school. As a Senior Teacher, Bree successfully co-ordinated our Letters and Sounds program, supporting the development of countless students in the Junior School. We wish Bree every success with her new teaching role.

MR GRANT ANDERSON

'GA', shouted from one of the Centre's rooms, was a common refrain during the eight years that Mr Grant Anderson held the position of Administration Assistant in the Centre for Excellence. Grant's understanding of the complex needs of the boys, their families, the teachers, and outside agencies with whom we dealt, meant that the ever-evolving Centre continued to thrive.

In his eight years at Hutchins, Grant really was an amazing colleague and friend, going above and beyond: problem solving many an issue, preempting and planning to ensure we were ahead of the game. Nothing was ever too much for Grant, whose composure and ability to really listen to all the various stakeholders meant he was invaluable, and now sorely missed in the Centre for Excellence. We wish Grant all the best as he moves into another chapter of his life, where I'm sure he'll miss people shouting, 'GA' constantly!

MRS MICHELLE MIZZEN

In Term 4 we farewelled Mrs Michelle Mizzen, our Marketing and Communications Manager. Michelle leaves us having made a lasting impression on our publications and branding over the past six and a half years. Michelle has accepted the position of Communications and Engagement Manager with a large State sporting organisation.

We thank Michelle for her outstanding work at Hutchins and wish her well for her next exciting opportunity.

MS DONNA ROBINSON

We were very sorry to lose Ms Donna Robinson after more than five years of service to the School. In the role of Executive Assistant to the Deputy Headmaster she was absolutely invaluable. Her calmness under pressure and amazing organisation made her a key part of the management setup. Coupled with her knowledge of the School and ability to anticipate issues before they even arose, she was a vital cog in the Hutchins engine room. We wish Donna all the best in her new role as Executive Assistant to the Director at the Australian Antarctic Division.

MR ROGER HAWKINS

Part way through 2020 we farewelled Mr Roger Hawkins. Roger over the past five years brought a wealth of experience to our program and in particular the digital technologies and project-based learning aspects. With both industry and education experience and a real genuine passion for being the best you can be Roger excelled with the boys and staff, a great colleague and leader in so many ways. Roger's commitment to our team was always evident with his wide reading and sharing of current educational practice. We wish Roger and Ros all the best as they move interstate, establishing a new chapter in the Hawkins journey. 🌟

Youth Mental Health First Aid

MR MATT MAGNUS School Counsellor

At the beginning of Term 3, 25 students from Years 10–12 participated in a Youth Mental Health First Aid (YMHFA) course. Following the course, there was then the opportunity for graduates to become a Mental Health Contact Officer in support of their peers in the Senior School. Candidates responded to a number of questions in an expression of interest process.

This initiative began in 2019 after the Prefect in charge of Mental Health and Wellbeing, George Scott ('19), wanted to empower students to better support their peers through challenging times. Out of this goal came the plan to run two YMHFA courses each year and for graduates of the course to have the option to become a Mental Health Contact Officer in the Senior School. This role provides a first point of contact for students in getting to the right help for any issues they might be having. The focus of the role is mainly to be a supportive listener and someone who can point other students in the right direction for further help.

11 boys received the green ribbon badge to identify them as Contact Officers at the Headmaster's Assembly on Wednesday 19 August 2020. With this group of new inductees, there are now more than 20 Mental Health Contact Officers in the Senior School with a growing impact on a more open and accepting culture towards mental health issues at Hutchins.

Congratulations to the following boys: Giorgio Albertini, Sam Banks-Smith, Harrison Black, Joe Clifford, Mark Elkerton, Harrison Jones, Thomas King, Axel Moore, Callum Ritchie, Chun Hin (Austin) Ung and Joe Westbury. 🌟

Mental Health Contact Officers – Harrison Black (Year 12), Harrison Jones (Year 11), Sam Banks-Smith (Year 10), Axel Moore (Year 12), Thomas King (Year 10), Joe Clifford (Year 12), Callum Ritchie (Year 10), Joseph Westbury (Year 10), Georgio Albertini (Year 12), Chun Hin (Austin) Ung (Year 11) and Louis Miller (Year 12). Absent Mark Elkerton (Year 11).



MISS ALICE SCOTT Marketing and Communications Officer

On Monday 15 June 2020, we acknowledged the contribution of staff members who have given over 15 and 20 years of service to the School at the Years of Service Cocktail Party. Although a much more intimate gathering this year with only 20 people in attendance due to COVID-19 restrictions, it was wonderful to celebrate the service of these staff members and reflect on memories of their time at Hutchins.

Years of Service milestones

As a mark of gratitude and acknowledgement to each of them, framed certificates and a specially struck service medal were presented by Mr Gene Phair ('87), Chairman of The Hutchins School Board and Headmaster, Dr Rob McEwan, to the following staff members:

- **20 Years** – Mr Mike Conacher ('95, unable to attend) and Mr Matthew Sayers
- **15 Years** – Mrs Rosemary Seddon ('76) and Mr Brett Smith

These men and women have shaped the potential and the education outcomes of thousands of boys and young men. It is to them, who for so long and consistently have given their care and professional skills, that we give thanks. 🐾



Mr Brett Smith, Mrs Rosemary Seddon,
Mr Matthew Sayers and Mr Gene Phair
(Chairman of The Hutchins School Board)

Young Alumni embraces heritage and passion to make a difference

MRS KEZIA MELLERS Acting Community Engagement and Events Manager

Dr Cameron Raw ('06) was awarded a Hutchins scholarship in 1999 and commenced Year 6 at The Hutchins School in 2000. Cameron made an impressive start to his schooling at Hutchins and in his first year was awarded The Hutchins Prize for Character, Commitment and Involvement in the Life of the Junior School. In 2001, Cameron was awarded the Prize for Dux of Year 7 and continued to earn academic awards throughout his high school years such as Mathematics and Chemistry prizes in Year 9 and an award for Academic Effort in both Year 9 and 10. In his final year at Hutchins, Cameron was Buckland House Prefect (Service), the recipient of the Waratah Award and graduated with High Distinction sharing the C I Wood Memorial Prize for Biology.

After a gap year travelling in 2007, Cameron commenced his Bachelor of Science at the University of Melbourne and was accepted into a Bachelor of Veterinary Science the following year.

This year, Cameron was awarded a Lowitja Institute Post Graduate Scholarship whilst completing his PhD from Melbourne University. The Lowitja Institute is Australia's national institute for Aboriginal and Torres Strait Islander health research, named in honour of Patron, Dr Lowitja O'Donoghue AC CBE DSG.

Established in January 2010, the Lowitja Institute operates on key principles of Aboriginal and Torres Strait Islander leadership, a broader understanding of health that incorporates wellbeing, and the need for the work to have a clear and positive impact.

Cameron kindly gave us some time to answer some questions about what he's been up to since leaving Hutchins.



Image courtesy University of Melbourne

Dr Cameron Raw

Special feature
Old Boys achieving

You finished school in 2006, which teacher was your greatest influence?

It's hard to choose, I had a lot of great teachers! I'd have to say that Mike Fishburn and Brian Burch had a great influence on me. While Mr Burch terrified some Maths students, he also had a great, quiet way of inspiring self-confidence in his students which has sustained me ever since. There aren't many greater gifts you can give someone than self-confidence. I always looked forward to Biology with Mr Fishburn. Not so much for the content of the curriculum, but for the stories he would tell us of his adventures in science. The enthusiasm and passion with which he discussed science helped to foster a love of biology and an inquiring mind in me and many others. They have both made a big difference in my life and I'm very grateful to them, as I am to all of my teachers.

What have you been working on since leaving school? What motivated you to go from Tasmania to the Indigenous communities in the Northern Territory?

Well, I've had a few different pathways before heading along this one. After a gap year in the US, UK and South Africa, I moved to Melbourne with friends from Hutchins to start a Bachelor of Science at the University of Melbourne. I was then fortunate to be accepted into a Bachelor of Veterinary Science a year on. I really enjoyed the variety of experience and opportunities that came from my veterinary degree, and after graduating in 2013, I pursued mixed practice in a small town called Rochester, just south of Echuca near the banks of the Murray River. I learnt a lot in my first job, worked with a brilliant group of people and thoroughly enjoyed building relationships with my clients and patients, which included a wide range of species.

In my final year of vet school and every year since, I've volunteered with the West Arnhem Land Dog Health Program (WALDHeP).

Having Palawa ancestry, I'd always wanted to find a way to use my veterinary skills to benefit Aboriginal communities, and this was the perfect opportunity to do just that. Each year we go to 5–6 different communities across West Arnhem Land, providing dog and cat desexing, health checks, parasite treatments and anything else that's needed for communities who otherwise have no access to vet services. In two weeks we usually do around 200–300 surgeries and many hundreds more parasite treatments, and we're all really proud to be a part of it. The communities we visit have been so welcoming, generous with their time and cultural teachings, and appreciative of the work that we do. The vets and vet students who accompany us are humbled by the experience.

The more I've been involved in remote community veterinary work, the more I've become interested in how we can do things better and how we can maximise our impact within a One Health framework. One Health is a fairly recent way of thinking in Western science, but a concept as old as time within the Indigenous knowledge sphere.

At its heart, One Health is the notion that human, animal and environmental health are all interconnected, and that considering all of these areas together can lead to the formation of more effective disease control and prevention strategies. In Indigenous culture, the concept that the people, animals and the land are one is an intrinsic part of life.

This interest has led me to undertake a PhD at the University of Melbourne in One Health. As part of my research, I'm looking at parasites capable of infecting both dogs and humans, and how their spread can influence the health of both.

How have COVID-19 restrictions affected your work?

COVID-19 has put me in a bit of a pickle as I haven't been able to do the clinical trials I was aiming to start in April. It also means we can't do any of the clinical vet work we normally do. Nationally, there are tens of thousands of dogs and cats which will be unlikely to receive vet care this year due to vets being unable to access communities. This is the best thing for the communities though, as the rates of immunocompromise and chronic illness in many communities makes them especially vulnerable, and they must be protected. We hope to get back out there in 2021. In the meantime, I'm thankful that I do still have some writing I can do and some work in the lab when I'm able to get back to the university campus.

What's next for you?

I've been really enjoying the mix of research and clinical vet work so far in my PhD, but I've also found a new love which I didn't expect – teaching. Since graduation I've pretty much always been involved with mentoring 4th or 5th year vet students on farm calls, in the clinic or during field work. Once I started my PhD I've had the opportunity to teach in a more formalised setting, demonstrating in anatomy classes, case studies and giving the odd lecture. I've experienced the joy I've heard about from other teachers of being able to guide students to that 'aha!' moment. I'm now also getting the opportunity to shape new courses, which has been really fun. I'm hoping that my mix of research, clinical vet work and teaching will continue. 🐾



Celebrating the Young Alumni Award 2020

We are very excited to celebrate Cameron being awarded the Young Alumni Award for 2020. The Hutchins School Old Boys' Association (HSOBA) Young Alumni Award was launched in 2016 and celebrates an Old Boy who has left the School no more than 15 years ago, is a good man of character and has excelled in arts, sport, business or community service.

Cameron is a well-deserved recipient of this award which recognises his commitment and passion for veterinary medicine and working in Indigenous communities. 🐾

(above) Cameron's mother Gail Ward accepting the Young Alumni Award on his behalf, pictured with Mr Barrie Irons, president of the HSOBA

From the Parents' Association

MRS ALLI MCSHANE President, The Hutchins School
Parents' Association

2020 has been a somewhat quiet year within the role of the Parents' Association (PA) with the exception being the fantastic Blokes and Spokes event held in March. With one of the main roles of the PA being to facilitate and assist with social and school community building events, the normally busy year, which included the bi-annual School Fair, Grandparents' Days, Mother's and Father's Day Stalls, Community Hubs, and Ladies High Tea, were unable to go ahead.

Unfortunately, there have been few opportunities for the wider school community to come together, however, when the easing of restrictions allows the PA will be working closely with the School to 'reboot' these events as appropriate, and hope many families will take the opportunity to come along and reconnect with the School community.



Blokes and Spokes

The Parents' Association hold meetings twice a term, with all dates available on the Rory calendar. The meetings are open to all current parents and carers, and provide a great opportunity to keep up to date with school projects, and provide invaluable input to key staff. As a cohort, parents and carers have a diverse range of skills, talents, and networks that are an invaluable asset to the Parents' Association. If in the future you feel able to contribute to or enhance PA events by accessing this vast resource, please come along to a meeting or contact us via email, as any, and all, contributions are greatly welcome. We hope 2021 will bring many opportunities for the School community to come together, and look forward to working with the School to facilitate these throughout the year. 🐾



If you would like any further information about the Parents' Association, or would like to register your interest in volunteering at a future event, please contact us at pa@hutchins.tas.edu.au.

Old Boys update

MR BARRIE IRONS President, Hutchins School Old Boys' Association
(Honorary Life Member)

We are back, in fact we have not been anywhere, literally! When I wrote in the last *Magenta and Black* we were doing 'our own thing' mostly in isolation and coping with the challenges as best we could. Things have moved on – the HSOBA certainly has! We have worked within restrictive parameters but achieved a great deal.

Committee meetings have been regularly held, initially on Zoom and then in person. The rules for the Association have been completely rewritten, our Strategic Plan is taking shape, the Community Hub is edging towards 1,000 members, long serving staff research is progressing, reunions and a golf day have been held.

We enjoyed two reunions in Hobart. The first, was for the 2015 Leavers, where we had 41 attendees. The second, our annual Anniversary Reunion, which was smaller than normal as we had no interstate visitors. Two good evenings with lots of conversation, renewed friendships and some serious reminiscing. As always, these reunions are always so much better if someone takes the lead and gets the message out and encourages others to attend. Will Scott did this so successfully for the 2015 Leavers.

(left) Lewis Connor ('10) and Tom Squires ('10)

(below, right) Rick Murdoch ('65), Clive Simpson ('66) and David Brammall ('56) at the Community Golf Day



2015 Leavers



Claude Alcorso ('12), Max Heerey ('12) Zac Bury ('13) and Hamish Kingston at the HSOBA Golf Day

The other major gathering was our HSOBA Clennett's Mitre 10 Community Golf Day at KBGC. The event was sold out in 10 days and 112 players teed off. It was not intended to be a fundraiser but the funds we raised enabled us to support a local charity. Most importantly, the event enabled our community to get together and have some fun.

We are also pleased to announce the winners of our two significant awards for 2020.

- **Ivied Tower Award** – John Clennett ('68)
- **Young Alumni Award** – Cameron Raw ('06)

At the **Ray Vincent Lunch** on 17 December we honoured John Clennett ('68) with the Ivied Tower Award 2021 for his outstanding contribution to business, the community and The Hutchins School. John has been an integral part of our school community as a student, coach, parent, Chairman of the Board and supporter of the School. John is well known in Tasmania in the timber and construction industry, and for his larger than life personality, both in the board room and as a loyal friend.

His contribution is defined not just through his achievements as an AFL ruckman for the Melbourne Football Club, or his entrepreneurial success with Clennett's Mitre 10, but in his integrity, character and kindness.

Hutchins celebrates its 175th birthday next year, let us hope it can be a real celebration of this great community. 🍷



**STAFF MEMBER****Peter Starkey**

'There is no such thing as a non-intelligent student!' (one of Peter's sayings)

Teaching at Hutchins 1986 to 2018

Positions held Year Head, Head of Stephens House, Academic Co-ordinator, Co-ordinator of Geology/Chemistry, Director of Marine School, organising and teaching sailing programs.

Peter made a significant contribution to sporting activities, including rowing (himself, a highly accomplished schoolboy rower), badminton, rugby, athletics and teams racing in sailing. For Peter, involvement in a range of co-curricular pursuits 'was very important for building trust and meaningful relationships with students'.

Other professional education positions Exam Critic for Year 11/12 Physical Sciences and Chemistry; Exam Marker and Geology Assessment Panel member.

House affiliation Stephens

Where are they now?

CHRIS RAE Head of Senior School (2001–2008)

Who were some of your close work colleagues?

Mike Fishburn ('Every Monday morning I'd hear about the latest trout he had caught... that had got away!'), Russell Morton, Peter Hodge, Bert Smith, Mrs Sally Westcott, Ray Stacey, Peter Symons, Mr Brett Smith, Rob McCammon, Andrew Webber, Rev John Goodwin, Warwick Dean.

Which colleagues had a significant impact on your career?

Chris Smith, Russell Morton, Chris Rae.

What memories do you have of the teaching/co-curricular program during your time?

Unsurprisingly, Peter recalled the 1987 Head of the River. He was coach of the Open IV, stroked by Will Colhoun ('87). Pre-race, his key instruction was: 'Your toughest opponent today is yourself'. The team won by 10+ lengths in a time that beat their fastest time at the National Championships two weeks earlier.

Another related to the annual K–12 House Assemblies. The program afforded the opportunity to highlight 'Stephens' House Yellow' via one of Peter's live on-stage experiments (always entertaining!)

Was there a particular highlight during your time at Hutchins?

'Writing a curriculum for the Marine School and being given the opportunity to implement its components' (Junior School to Year 12).

What of your life after Hutchins?

Along with his wife Diane, enjoying relaxed mornings 'reading the paper over coffee, filling the days with our grandchildren, working in the garden' – and restoring his Huon pine yacht, plus occasional relief teaching. 🍷

With thanks to our generous donors

Thank you to all of our donors in 2020. You have all made a contribution to creating a better future for our boys. Whether you have given to scholarships and bursaries, or to our Building Fund, every dollar makes a difference. Thank you.

Please note, this list does not include donors who have chosen to remain anonymous.

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Mrs A Maguire				
Mr T Malayanond and Miss A Pora				

Your will is our future



Mr John Groom

MR JOHN GROOM (186) Director of Advancement

2020 has been an unprecedented year for the Advancement Office. Like everyone, we had a plan laid out for the year that was completely disrupted by global events. We had scheduled our second 24-hour Giving Day. We had also expected to undertake significant activity in the area of international advancement, all of which was deferred due to travel restrictions.

When the pandemic hit us in March, we had to quickly shift our focus. We immediately turned our attention to playing a role to protect our existing enrolments given the sudden impact on many families' income. We undertook a mini-campaign (COVID-19 Family Relief) which generated community spirit and goodwill. We are very grateful to those who contributed.

The Advancement Office has also been actively promoting our gifts-in-wills program. We have refreshed the website content, designed and published a brochure and launched a social media campaign that has shown early positive signs. The purpose of this work is to drive an increase in membership of The 1846 Society.

This year has once again been ground-breaking in our efforts to build a culture of giving. Despite there being a slighter lower number of donations this year, total funds raised are again up significantly. Thank you to all those who have participated in our giving program in 2020.

We set out in 2018 to build a successful, sustainable and enduring advancement program. While the work will never be truly completed, we are in the early stages of a journey that will have a material impact in securing a future for The Hutchins School, and ultimately for our boys.

It is a scientific fact that giving is joyous and that people who give of their time and resources are generally happier. The role of the Advancement Office is to facilitate the joy of giving. Thank you once again to our many return and first-time donors.



The Hutchins
School wishes
to thank all
members of
The 1846 Society

The 1846 Society honours those who have pledged a gift (or bequest) in their will. Members of the society receive an 1846 Society badge and are also invited to attend private events. Gifts-in-wills are responsible for making a significant difference to our school and more importantly, our boys. Funds received are used for a variety of reasons, including bursaries, scholarships and buildings.

To join the Society by leaving a gift in your will, please contact the Advancement Office on (03) 6221 4239 or advancement@hutchins.tas.edu.au.

If you would like to learn more about our giving programs, 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

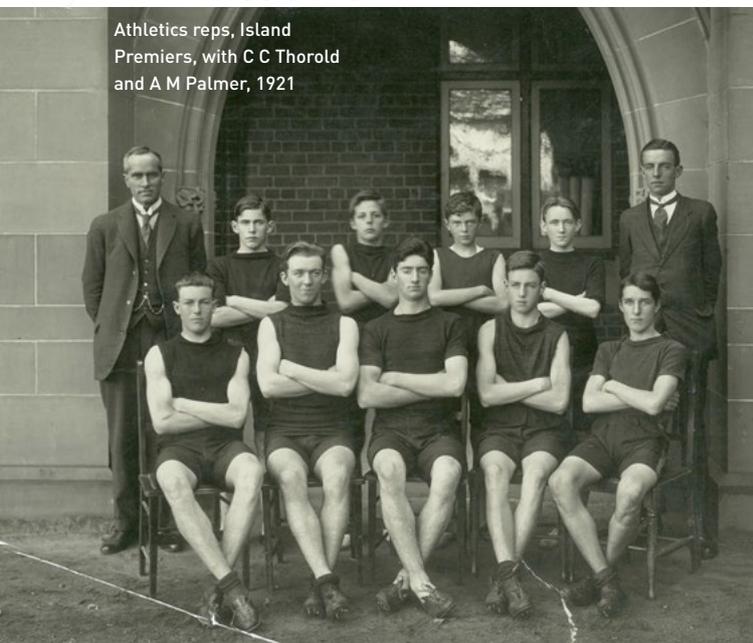
Celebrating 60 years of Thorold House

2020 marks 60 years since the founding of Thorold House in order to cater for increased enrolments and alleviate overcrowding in the original three houses: Buckland, School and Stephens. The new House was inaugurated in 1960 and named for Headmaster C C Thorold (1918–29) – who in 1918 had established the House system based on that of English public schools like Rugby, which was designed to encourage school spirit through sporting competition. Extra incentive was provided by Chaplain J W Bethune's donation of a handsome shield for the annual winner of the Inter-House Competition.

In 1923 an Inter-House Challenge Debating Shield was presented by the Governing Bodies of the School in order to increase the breadth of the competition (both of these shields are now on permanent display in the School Museum).

The Bethune Shield would serve its purpose until it was replaced in 1960 with a new 'Cock House' shield, donated by long-serving teacher W J Gerlach (1924–65). The Debating Shield also was abandoned after 1959 and eventually was replaced by the Stephen Gumley Shield for Inter-House Academic Effort, some 40 years later in 2000.

Athletics reps, Island Premiers, with C C Thorold and A M Palmer, 1921



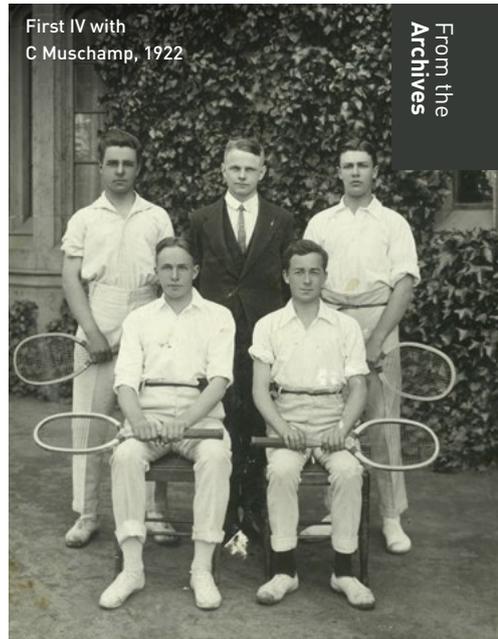
A number of new or revived institutions made their appearance a century ago, in 1920

A **Boxing Club** was established, meeting on Saturday evenings in the gymnasium. The School was 'fortunate to secure the services of that able exponent of the art, McCoy, as professional instructor' (McCoy was also rendering good service as coach of the football team). It was noted at the time that: 'Our champion mosquito weight, Legget, occasionally causes some amusement with his right swings and left uppercuts... to say nothing of the fact that the gloves engulf his arms to the elbow.' [School Magazine of Midwinter 1920, page 56]

A **Singing Class**, 'attendance at which is purely voluntary' was also established in 1920, under the direction of Mr James Scott-Power, Cathedral Organist and Music Master (who composed the music for the School Song written by Rev J W Bethune a few years earlier). Chaplain S C 'Charlie' Brammall and teacher Jeffery Boyes, the Cathedral Choir and later the School Choir, have each played an important part in laying strong foundations for the ongoing music program at Hutchins.

The **Scout Troop**, originally formed in 1911, was revived in 1920 under the auspices of King's Scout Cecil Muschamp (junior teacher and son of former Headmaster Rev E G

First IV with C Muschamp, 1922



From the Archives

Muschamp) as Scoutmaster. In August of that year, the Scout Troop rallied at Government House in honour of the visiting Prince of Wales, later King Edward VIII. The troop would go on to play an important and enduring role in Hutchins education.

Finally, in 1920 a **Field Naturalists' Section** was established and affiliated with the Royal Society Section. At its first meeting naturalist, historian, author and Director of the Tasmanian Museum, Clive Lord, presented an illustrated lecture based on the Easter camp held on the Tasman Peninsula, showing slides of Port Arthur, Point Puer and the Isle of the Dead.

The **Literary and Debating Society**, originally founded in 1913 under Vice-Master (Deputy Headmaster) A A Stephens, was revived in Term 1 of 1920 under the guidance of new teacher Mr H Nowotny. This initiative had been foreshadowed by Headmaster C C Thorold the previous year when he told the School community:



1921 Prefects with Headmaster C C Thorold (detail)

I am becoming more and more convinced of a need for a Debating Society in the School, and I intend to encourage it next year to the best of my ability. I would suggest to parents that they should encourage their boys to attend the meetings of this society as soon as it is formed, even at the expense of dances and picture shows. The gift of speech is of very considerable importance to all those who intend to take part in public life. I trust that this will always be a tradition of the School, that its boys, wherever they are, will take their full share in the public life of the country. [School Magazine of Midwinter 1920, page 10]

The first debate for 1920 featured two future Rhodes Scholars and a future world-class economist amongst the top brains of the School slugging it out verbally on 'the value of a classical education vs a scientific one'. After a close contest, science won by a narrow margin.

The first junior debate held soon after created a storm of interest in the School over its subject 'Should home lessons be abolished?' The School Magazine of Midwinter 1920 (page 54) describes the scene:

After a fever of expectation, the great day arrived, the question being thrashed out most thoroughly in the Gym, the rafters of which resounded to the soaring eloquence... Hotly the battle raged, with the "Home-Workites" putting up a fiercely stubborn opposition, but it was of no avail, for the "No Home-Workites", with true Fochian tactics, reserved such a volley of unanswerable argumentation till the very last that they fairly swept the opposition off their feet and carried the day. The School (middle and junior only) gave a sigh of relief – the terrific suspense was over.

Both C C Thorold and A A Stephens would no doubt be enormously gratified if they were alive today, 108 years on, to see that debating is still recognised as an important educational activity at Hutchins, sharpening minds and word skills and preparing our young men for the future, whether or not they intend to take a full share in the public life of the country. 🍷

Recent donations to the School

MS MARGARET MASON-COX Archivist/Historian

Medals (4) 1921–24, awarded to M Miller (1921, no. 2514); photocopy of newspaper article re Ian Miller (1914, no. 2064), 1934 – donated by son and nephew Ian S Miller (1954, no. 4447), 2 Jun 2020.

Prospectus, c1943; **Centenary Building Development Plan**, 1946; **Centenary magazine**, 1946 – belonged to R H Vernon (1944, no. 3787), donated by his daughter-in-law Meredith Vernon, 9 Jun 2020.

Medallion, HSOBL – donated by David J Salter (1959, no. 4200), 16 Jun 2020.

Book: *Isle of Mountains* by C Barrett (1944) – belonged to the late R W Harvey-Latham (1942–52, no. 3653; staff 1972–82), donated by his daughter Nicola, 16 Jul 2020.

Reports (3), 1927; **Order of Morning Prayer**, n.d.; **Notice to Parents**, 1927 – belonged to F C Rodway (1927, no. 2851), donated by M Jovanovich (friend), 9 Sep 2020.

Photograph (framed, hand-tinted) of old Hutchins School, Macquarie Street; **magazines** (3); **Tas Public Schools' Diary**, 1948; **Tas Associated Public Schools official sports programs** (3) – belonged to L L Kay (1927, no. 2837), donated by his daughters J Warren and A Wicks, 20 Oct 2020.

Book: *Dollars, Rupees and Rum* by Roger V McNeice (2020) – donated by R V McNeice OAM (1950, no. 1440), 21 Oct 2020.

(below) School report, 1881, which belonged to Henry Charles Dickson

Hutchins School.

Report for the quarter ending March 31st 1881

H. Dickson in 2^d Class of 12 Boys.

No. of times absent 0 No. of times late 2

Out of 49 School Attendances.

Subject.	Position in Class.	Remarks.
GREEK		
LATIN... ..	3	Good
FRENCH (10. hrs) = 4 =		Fair; rather careless
SCIENCE	3	Good
SCRIPTURE		
ENGLISH'	2	"
HISTORY	5	"
GEOGRAPHY	9	Fair
ARITHMETIC	5	Fair
ALGEBRA	3	Good
GEOMETRY	5	Fair
HIGH. MATHCS.		
WRITING		Poor
BOOK-KEEPING (8 hrs) 3		V. Good
GERMAN		

Videos (4): *Formula 8: Highlights of the 1996 Hutchins Rowing Season; What Does it Take?: Highlights of the 1997 Hutchins Rowing Season; Rowing History 1999; 1997 Year 12 Revue MAB* – donated by John Whelan (1953, no. 4370), 21 Oct 2020.

Book: *The Official History of the Hutchins School* by B Rait (1935); **magazines** (4); **programs** (2; **Public Schools Diary**, 1934 – donated by the family of Glynn Salter (1943, no. 3693), 21 Oct 2020.



Medallion (above), 200 yds hop, 1915 – belonged to L W J Payne (1913, no. 1920), donated by his great-niece Liz Lees, 26 Oct 2020.

Book: *Business Tribes Secrets: Harness the Power of Alumni Tribes for Profit* by Tony Park (2019) – donated by A B Park (1969, no. 5814), 2 Nov 2020.

School report, 1881 – belonged to Henry Charles Dickson (1877, no. 885), donated by his great-great-nephews Oscar (Year 11) and Hugh (Year 10) Dickson, 3 Nov 2020.

Many thanks and much appreciation to our dedicated volunteers – Ted Pitman ('59), David Brammall ('56), Lance Morrisby ('68), David Bloomfield ('83) and Ian McQueen – who were locked out for three months this year owing to the Coronavirus pandemic. All have returned to the fray keener than ever, and more than willing to assist with cataloguing, conserving and preserving the historically significant Hutchins Archives and Heritage Collection. 🐾



Vale

Middle School leaders
with J F Millington, 1970

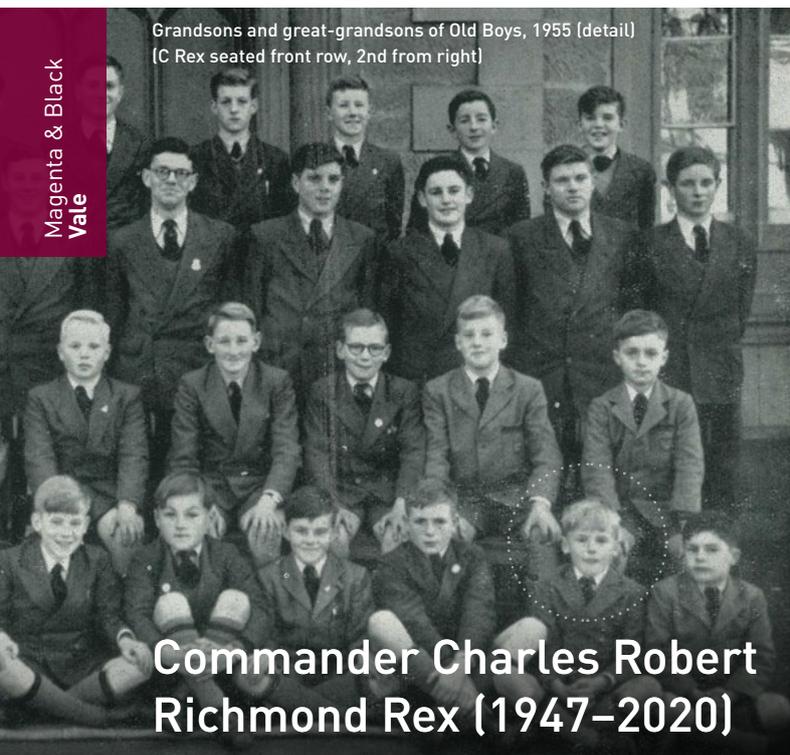
MS MARGARET MASON-COX Archivist/Historian

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.

HARVEY, Harold Robin	Old Boy 1956	23 June 2020
BURRIDGE, Hugh Francis	Old Boy 2008	8 July 2020
DOUGLAS, Adye Bruce Morton	Old Boy 1951	8 July 2020
MILLINGTON, John Fordham	Old Boy 1953	8 July 2020
ROGERS, Peter Augustine	Old Boy 1940	19 July 2020
MILLINGTON, David Fordham	Old Boy 1948	1 September 2020
MACLURKIN, Thomas	Staff 1965–68	September 2020
JOHNSTON, Robert Anthony	Foundation Board	30 September 2020
BRAIN, Terry	Old Boy 1950	10 November 2020
COWLING, Andrew	Old Boy 1988	12 November 2020
JOHNSTONE, Andrew	Old Boy 1974	20 November 2020
KERR, John	Former Deputy Headmaster	22 November 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.

Grandsons and great-grandsons of Old Boys, 1955 (detail)
(C Rex seated front row, 2nd from right)



Commander Charles Robert Richmond Rex (1947–2020)

C R R Rex attended Hutchins 1953–64 (no. 4352) where his family had a long history entwined with that of the School. His activities of choice as a primary schoolboy were athletics and swimming. Later he participated in rowing and joined the Sea Cadets, where he became a foundation member of the Cadet Band. In 1963 he was judged the Best Naval Cadet and the following year won selection to Jervis Bay Naval College.

At Jervis Bay, Charles completed his midshipman training and by 1966 was attending Flying Training School, soon followed by a Helicopter Conversion course. In 1969 he returned from active duty in Vietnam with two medals for gallantry won with the 135 Assault Helicopter Company. Further training undertaken included Skyhawk Conversion and an Air Intelligence course in the USA – interspersed with flying duties and training in all facets of aerial and maritime warfare.

During the 1980s Charles moved into manpower planning and computer systems, ending up with a Graduate Diploma of Strategic Studies in 1994. He resigned from the Royal Australian Navy in 1995, after a career spent working solidly to improve his skills and qualifications. In 2018 he was invited to lead the School's Anzac Day service marking the centenary of the end of World War I, where he spoke eloquently and inspirationally about his career as a war-time helicopter pilot and shared his tips for getting the best out of education, and of life.

Charles passed away in his adopted home State of Victoria on 11 June.

H F BurrIDGE, 2008



Hugh Francis BurrIDGE (1989–2020)

H F BurrIDGE, or 'Hughie' as he was affectionately known, attended Hutchins from Year 6 in 2002 through to Year 12 in 2008. I was his assigned Tutor throughout these years, and we became great mates. Hugh was an inspiration to us all. He managed to conquer his physical and learning difficulties and extended himself beyond what most of us achieve in a lifetime! He was eternally optimistic, enthusiastic and passionate about life and his chosen causes. Always sociable, he was a great judge of character, not shy about venturing up to people and places, and threw himself into volunteering with gusto. He also loved football and motor sports.

After finishing school, Hugh tried many different avenues, gaining experience and work certificates along the way, including working with Edge Radio. The station has initiated an annual volunteers' award, 'The Hugh BurrIDGE Award', for an Edge volunteer who embodies the spirit of Hugh, has volunteered in a variety of ways, been creative and an asset to the station, and whose efforts are buoyed by positivity and enthusiasm.

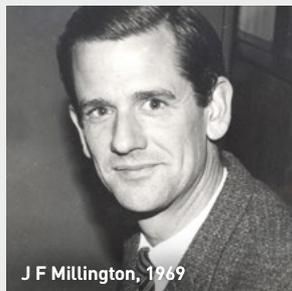
Hugh loved people and they loved him. He genuinely cared, was interested, wanted to share his activities, and know about those of others. Hugh learned many life lessons from his loving and supportive family (mother Margie and father Nigel, sister Alice and brother Frank), his friends and The Hutchins School. His greatest asset was his understanding of the value of community and his desire to give freely of his time to help and connect with others. Hugh made a difference!

Hugh passed away suddenly on 8 July from a medical condition, aged 30 years. So very much missed.

'Adored by all who knew him.' – the Hutchins School
Old Boys' Association

– With thanks to Amanda Thomson, Former Hutchins Teacher's Assistant

John Fordham Millington (1935–2020)



J F Millington bears the distinction of being Hutchins longest-serving staff member, having served for a total of 44 years (1957–2000). He attended Hutchins from 1940–53 (no. 3551), ending his schoolboy career as a Prefect (for the third year running), Captain of Buckland House, Cadet Lieutenant, Captain of Boats, Captain of Athletics (for both school and House), Vice-Captain of Football, Captain of House Music and Rowing, Senior Orator, winner of the Harvey Rex Memorial Prize and the F M Young Geography Prize, and proud holder of an Honour Badge. He also served on the Sports Committee for three years.

After leaving Hutchins, John trained as a teacher at Mercer House in Melbourne and taught for three years at Grimwade House, a preparatory school for Melbourne Grammar.

Invited to return to Hutchins as a staff member in 1957, John spent the first term teaching his Prep V class in the changerooms of the cricket pavilion while the finishing touches were applied to the new Junior School. He completed a part-time BA degree at the University of Tasmania in 1968 and became Headmaster of Middle School on the retirement of Frank Williams in 1970. Resigning as Head of Middle School in 1995, he became Senior Master – effectively Administrative Assistant to the Headmaster – and chief organiser of the Sesquicentenary celebrations planned for 1996.

John's talents were many and his appetite and capacity for service extraordinary. During his career he taught Mathematics, English and Social Science at various times, acted as House Master and Sports Master, coached all the major sporting teams and had a boat named after him for his work in establishing the Supporters of Rowing group. A room in the Middle School was named in his honour in 1995, and in 2000 he was awarded life membership of the HSOBA.

– With thanks to former Deputy Headmaster, David Brammall ('56)

Peter Augustine Rogers (1922–2020)

P A Rogers entered Hutchins Kindergarten in 1926 and left the School in 1940 (no. 3026). During his long career at the School, he participated in many activities, both intellectual and sporting, and served the School with distinction in many areas. As an athlete he won prizes consistently.

Peter's scholastic career was outstanding, featuring numerous prizes and scholarships, from Dux of Junior School and the PA Prize for General Knowledge in 1933 to the Medical Scholarship in 1937, the McNaughtan Scholarship and a State Senior Bursary in 1938, to winning three separate university scholarships in 1939. He served in many areas of school life, from School Captain to the Sports Committee to Cadets – becoming a Cadet Lieutenant in charge of No. 3 Platoon in 1940 – to the Literary and Debating Society, where he became joint winner of the title of Senior Orator in 1940.

From 1941, Peter studied medicine in Sydney, later switching to ophthalmology and specialising in ocular surgery and orbital tumours. He trained many ophthalmologists all over Australia in ophthalmic plastic surgery, and had ophthalmologists arriving from overseas to train with him. He was heavily involved with the formation of the Australasian College of Ophthalmologists, serving on both the College Council and as Chair of the Education and Qualification Committee. An operating theatre at Sydney Eye Hospital was named after him, as was the annual oculoplastic lecture.

Peter's main interests outside medicine were golf, gardening and history, as well as a deep involvement with his family. His first wife died after 20 years of marriage, leaving him with five children aged 10–20; some years later he married his second wife, Maureen, and supported her through her training in paediatric dermatology. He died on 19 July, one of Hutchins oldest surviving Old Boys. 🏴󠁧󠁢󠁥󠁮󠁧󠁿



First XI with Coach E G Morse, 1940 (Captain P A Rogers seated 3rd from left)

2021 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.

Old Boys are encouraged to join the Community Hub at community.hutchins.tas.edu.au for updates on future alumni events.

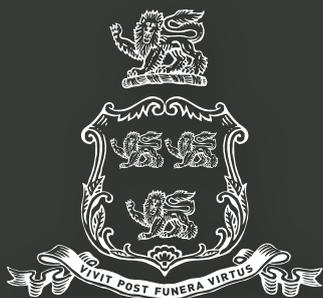
Upcoming term dates

- Monday 1 February – Term 1 commences
- Thursday 1 April – Term 1 concludes
- Thursday 22 April – Term 2 commences
- Friday 2 July – Term 2 concludes

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 communique@hutchins.tas.edu.au

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



HUTCHINS
ESTABLISHED 1846

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