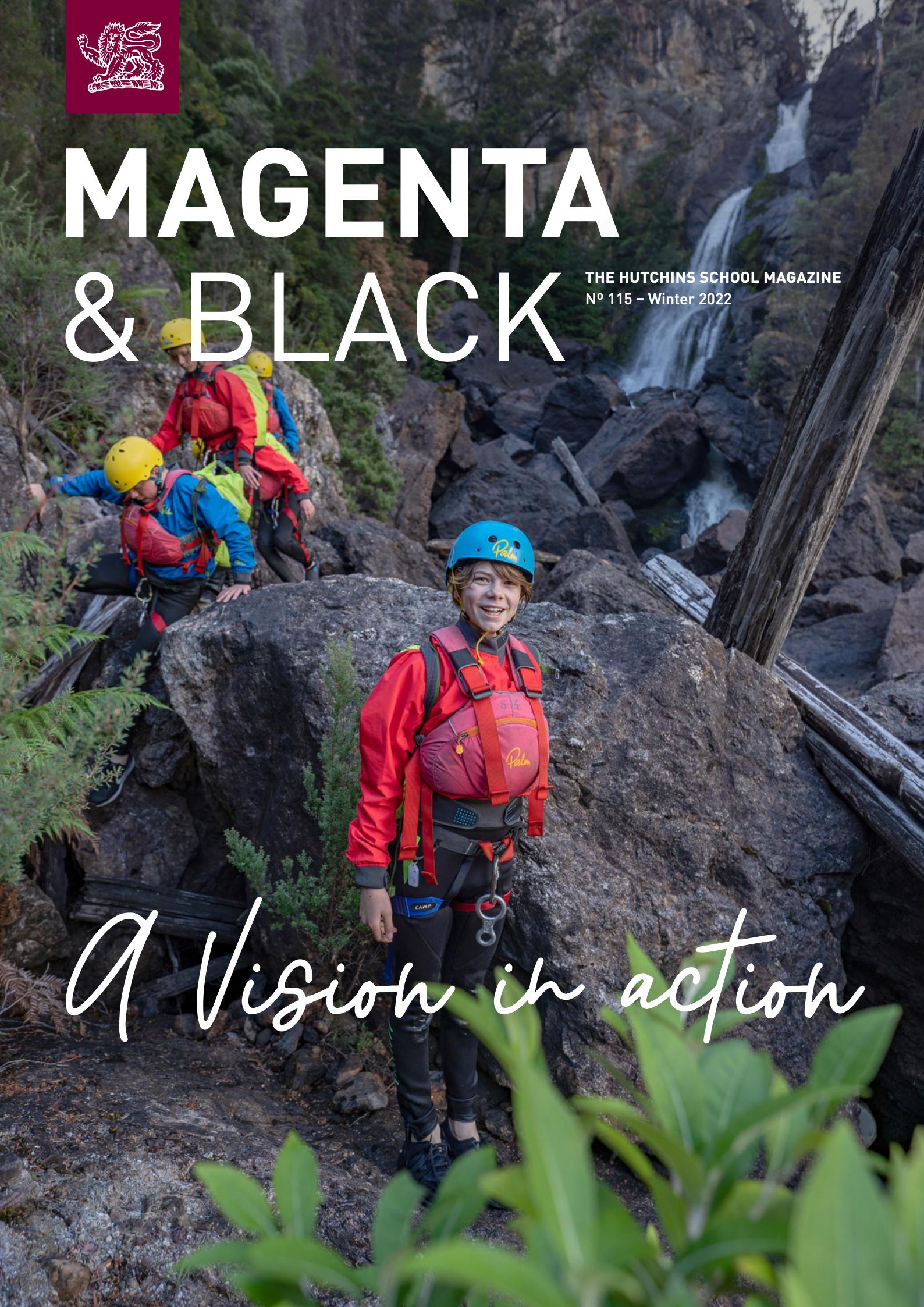




MAGENTA & BLACK

THE HUTCHINS SCHOOL MAGAZINE
Nº 115 – Winter 2022



A Vision in action

Welcome to our Winter 2022 edition



Pre-Kindergarten students
Nicholas Mugnaioni, Syed
Muhammad Ali (Ali) Saeed
and Ethan Yu

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MAGENTA & BLACK

Nº 115 – Winter 2022

EDITING & PRODUCTION Ms Laura Bird
Marketing and Communications Manager

DESIGN Kieran Bradley Design

WITH SPECIAL THANKS TO

Joshua Lamont, Mr Matt Eaton, Mr Mark Oates, Mrs Jacquie Coad and the many staff and parents/carers for so many fantastic photos of our students. Mrs Ali Rhodes for proofreading and to all students, staff and alumni who have shared their stories.

Cover Rupert Wiggins (Year 9) and the Power of 9 Port Island students after abseiling a major waterfall in South West Tasmania during the Term One Island Challenge. Image by Mr Mark Oates.

Please note that staff farewells and sport representations will now be published in *Virtus*, the School year book.



Our Vision guides us in everything we do



Dr Rob McEwan

DR ROB MCEWAN Headmaster

The School's Vision to 'provide an inspirational education where every student strives to achieve their personal best and is willing to serve their community as an informed and active citizen' serves as our crux or Southern Cross, our compass. It guides us in everything we do.

Nurturing independent, lifelong learners well prepared for a changing global world.

This Vision shapes each of the strategic priorities. In the area of community, every student and personal best means to enhance and maintain an inclusive and welcoming community where all members are valued and belong. Where every student is encouraged, nurtured and challenged to be the best version of themselves, not simply 'fit in'. Inclusion and true belonging are essential.

As a school community, inclusion has become a major focus this year. The Year 12 leadership group chose inclusion as the theme for 2022. I encourage you to watch School Captain, William Zeeman's address to the School on inclusion on the Hutchins YouTube channel.

The School has created an inclusion and diversity statement that affirms our commitment to inclusion and places students' perspectives as integral to informing all decisions that affect them. As just one example from earlier this year, we surveyed the students from St Michael's Collegiate and Fahan School that attend classes at Hutchins to identify opportunities to create a more welcoming and inclusive environment.

We also conducted a similar survey for Hutchins students who attend classes at our co-operating schools. All our strategic priority working groups involve students and staff from across the School working together. An inclusion working group has been formed that meets fortnightly to discuss opportunities to enhance every student's sense of belonging and value. In addition, all teaching staff have participated in three training sessions where the focus was firmly on honouring each student for who they are. To truly hear them, see them and support them.

While we are determined in our efforts to enhance and maintain an inclusive and welcoming community where every member feels valued has a sense of belonging, we know that our innate human need for socialisation and connection can position us, especially young people, to do what we believe others expect. The need to fit in and seek the approval of others compromises who we truly are. How can we feel a true sense of belonging if we are presenting a partial, false or conditional version of ourselves?

To present our full, authentic and imperfect selves to others brings uncertainty, vulnerability and judgement. This requires courage to stand alone. With the need to be accepted by others, this can be extremely challenging and places, unfairly, the responsibility and a great burden on the individual.

What is needed is for every person in our community, students, staff and family members, to create the safety for others to be themselves, free of judgement, respected, valued and their humanity honoured, regardless of how much they may or may not be like us.

To borrow from this year's theme for International Women's Day – 'Break the Bias'.

Imagine a [genuinely inclusive] world.

A world free of bias, stereotypes and discrimination.

A world that is diverse, equitable and inclusive.

A world where difference is valued and celebrated.

What could be more important if we are to be a community where every student is able to grow into the best versions of themselves? ☺



(above) Christian Senga, Kaylum Harris and Sarttra (Todman) Malayanond (all Year 9)

(left) Junior Extension and Senior Dance Troupe rehearsing for the Southern Tasmanian Dance Eisteddfod

It's the uniting of differences that makes our school thrive

WILLIAM ZEEMAN School Captain

Our fingerprints are a symbol of our different characters. Fingers look mostly the same from the outside, but each fingerprint is so unique.

Going up to my family farm to cut wood and loading it onto a trailer for our townhouse used to be a regular occurrence. Being a family of seven we all need to chip in for a job like that. My little sister was extremely limited to what she could carry all the way up to Dad, who would also try to outdo us all to prove he was still in his prime. The fact is, we all contributed differently to the task – each finding our own technique that worked.

Any assistance big or small helped us to get the job done quickly. We all have a different fingerprint, we touch things differently from each other, some contribute more, some less, but each type of picking up and loading wood onto the trailer is needed.

When walking down the corridors, into classrooms, on the ovals, through the Music Faculty or down to the Drama Studio, we notice the diverse range of people that attend our school. People bring different attributes into school life, different views, actions and beliefs. It's the uniting of differences that makes our school thrive. This year, the Prefect and student body have decided to focus on inclusion as our Year 12 theme.



William Zeeman

Inclusion not only further develops our character but being inclusive permits for everyone's character to be shared, allowing us to thrive through the benefits of diversity.

Here at Hutchins, we believe inclusion means everyone can be themselves without judgment. While we may want each person at our school to feel included, some may not.

This is why we are actively making 2022 the year for positive change and we have chosen to specifically challenge each member of our community to live an inclusive lifestyle. Inclusion is something that relates to us all. Here at Hutchins it may mean many different things, including a friend in the playground, checking on somebody's wellbeing, or even saying hello to a new face. Sometimes it takes courage or even awareness, however, as we progress together as a school, we can further aim to ensure that every character's fingerprint of our School community feels that they can pick up something and load it onto the trailer in their own unique way. ☺



(back row) Sam Banks-Smith, Callum Ritchie, Daniel Sykes and William Zeeman (all Year 12)
(front row) Winston Gibson, Hugh Christie and Lin (George) Meng (all Year 2)

At The Hutchins School our actions are focussed on five strategic priorities, guiding us in all that we do. The following examples highlight our growth in these areas across the School. For more information please visit vision.hutchins.tas.edu.au

Learning

We want to develop independent, lifelong learners well prepared for a changing global world. Ensuring that improvements in our students learning are evidence-based with diverse pedagogies at the appropriate age and stage of their schooling.

At Hutchins we are unashamedly committed to nurturing and fostering our students to flourish intellectually. We prize the active expression of intelligence in all its dimensions. We champion capacity becoming capability and potential being realised. We are developing intellectual character as our educational philosophy.

Our work in advancing the Learning pillar is evidenced in completion of the first phase of our review of our Gifted and Talented program, the establishment of a curriculum cadre of staff to facilitate the development of improved curriculum planning.

Our School values, respect, humility, courage and kindness are central elements to developing intellectual character. We believe that intelligence and character must be inextricably linked and that good judgment is an outcome of a successful education. 

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



Wellbeing

The working group for Wellbeing has attracted a passionate group of staff from all areas of the School generating robust conversation and greater understanding of what Hutchins stands for in regards to the wellbeing of our students.

Wellbeing is the experience of positive holistic health, having a sense of belonging as a valued member of an inclusive community and the capability to function fully and effectively in all circumstances.

The committee continues to explore how best to promote proactive wellbeing and focus on actions in two main areas:

- Community and culture
- Embedding evidenced-based programs

The next step for the committee includes a review and discussion to agree on a framework for a whole-school approach to wellbeing and achieving our strategic aims.

An early success of the Wellbeing pillar has been the roll-out of the Pulse Wellbeing Check-in App, from Years 6–12. The weekly check-in allows students to reflect on their personal wellbeing, share gratitude for others and seek appropriate support from staff. As staff, we benefit from a growing data set that highlights individual and group trends in wellbeing, allowing a more nimble and preventative response. 

MR MATT MAGNUS School Counsellor

Sustainability

2020 saw the inception of the Student Sustainability Committee, a significant milestone for Hutchins, seeing students not just participating in activities to promote sustainability but leading the School in new initiatives. Louis Kingston ('20) and Izac Grantham ('20) were behind a successful grant that saw the Senior School introducing internal waste management stations inclusive of landfill, recyclables and organics and the Student Sustainability Committee of 2021 completed this mission.

Middle School adopted this too, resulting in the removal of rubbish bins in all classrooms, making everyone responsible for their waste. The ELC and Junior School have supported this venture for a number of years now and have also introduced organic collection at key locations.

We are soon hoping to release a comprehensive School Sustainability Framework with the imperative that to be successful requires a whole-system approach. This system utilises the model created by Barr et al (2014) that is organised into three pillars of schools: organisational culture, physical place and educational program. The elements of these pillars will be described in detail on publication of the School's Sustainability Framework. 

MR ANTHONY HYLAND Senior Classroom Teacher

Character

The belief that character is the foundation of all that we do is anchored by our motto, Vivit Post Funera Virtus, meaning Character Lives on After Death. Our School values of humility, kindness, courage and respect are easily identified as central aspects of good character.

This year, Junior School staff have been pro-active in the development of structured and age-appropriate activities which promote character dispositions. These dispositions are to be promoted and actively taught in each year level.

Character dispositions will also be central to our whole school teaching and learning framework. Looking at virtues that align with our School values and directly relating them to study and scholarship that will change the way we teach and the way students learn. This will place character at the heart of everything we do, our lofty goal expressed in the School's Strategic Plan.

We are currently reviewing our awards and prizes to make sure that we are promoting character strengths and values that are central to our School. 

MR KEN KINGSTON Head of Middle School

Community

The Community group is made up of a cross-section of students, staff and parents/carers and is currently tackling several different areas across the whole school. We have many exciting events coming up in 2022.

- A new parent support model called PEP is starting to come together with the help of many volunteers. We have had so much support that we are re-examining the model!
- We are putting together a Kindergarten to Year 12 service program to provide more continuity through the sub-schools.
- The launch of a new volunteer database is imminent and will benefit all areas across the whole school community.
- Our community are exploring new languages with classes of English to Chinese and Chinese to English. What an exciting time to broaden our language skills!
- The Reconciliation Action Plan continues to gather momentum as the year goes on. The inception of our Acknowledgement to Country has recently been launched.

These projects, events and experiences will continue to grow and progress over the next year and we welcome any further volunteers. 

MR RICHARD DAVIES Deputy Headmaster/Head of Senior School

MR RICHARD DAVIES Deputy
Headmaster/Head of Senior School

As the new Strategic Direction has highlighted the idea of nurturing character, it is an area we are working on across the Senior School.

The Power of 9 program is a fantastic example of developing character in our students. As students come to the Senior School for the first time, they are presented with an environment that comes with more autonomy and therefore more responsibility than they are used to. I have the privilege this year of working with a group of Power of 9 students. When I asked them what they were enjoying most after six weeks in the Senior School, they identified their new freedom as their highlight. Then I asked them their biggest challenge, they again raised their new freedom! The Power of 9 program has been designed to address both these feelings, as well as leadership and stepping out of their comfort zone to build the character of school champions.



Mr Richard Davies

Nurturing a strong character



Power of 9 students
at the summit of
Mount Anne during
their Island Challenge



In Year 10, students feel more established in the Senior School and consequently are ready to step into different areas to build themselves as people. While the co-curricular program is available throughout the Senior School, Year 10 sees the first opportunity for whole school leadership as students can join leadership committees and our RoundSquare group. I have been delighted to see our Year 10 students working hand together with older students to help in the community and join fundraising efforts for various causes championed around the School.

In Years 11–12, we work with students to identify how they will positively impact the world beyond the four walls of Hutchins. We have students trained as mental health officers, working regularly with the homeless and The Salvation Army, as well as planning a number of wellbeing initiatives such as R U OK? Day and SPEAK UP! Stay ChatTY. Through this we support the students as they develop their sense of identity and positive attributes, both intentionally and as a product of their decisions, meaning when they are ready and the time is right to leave school, they have a sense of purpose.



A highlight for many of us is meeting students when they come back to visit at Hutchins. We can see the character that has been nurtured come to fruition and have a clear impact in their new world. This is what we aim to do as a community, ensure character has a positive change on any environment our students choose. ☺

MR KEN KINGSTON ('87) Head of Middle School

Whilst student wellbeing has always been front and centre in Middle School pastoral care, 2022 has heralded exciting new developments for our students. With Year 6 joining our Middle School this year, we identified how important it would be to track student wellbeing throughout their journey in the Middle School. Often during the middle years students can struggle with challenges of transition, changing friendship groups, dealing with the onset of adolescence and the physical and psychological changes.



Mr Ken Kingston

This year, Mrs Fiona Moroney, as Assistant Head of Middle School has taken the lead in promoting wellbeing across Years 6–8. In 2021 Mrs Moroney piloted an online, App-based wellbeing tracker, Pulse App. This was a resounding success for our Year 8 cohort, so Hutchins has now rolled out the App to all students from Years 6–12. The App asks students to check-in regularly with a quick rating of their subjective happiness and wellbeing by asking the simple question, 'How are you feeling today?'. The App also collects more specific information across year groups to build a picture of individual and whole cohort wellbeing. This simple question encourages students to stop for a moment and consider how they are feeling, this increases self-awareness, mindfulness and connection. The students rate themselves from 'I'm feeling great' at the top of the scale to 'I need some help' at the other end of the scale. The promotion of help-seeking behaviour is another positive for our students. They can select what sort of help they would like and from whom, giving them important agency in the process.

Henry Merchant, Samuel Sutton, Huw Ramsey and Montgomery Cumming (all Year 8) at the Hot Chocolate Day



Tracking wellbeing in the Middle School



Students have also been leading wellbeing initiatives, such as our Wellbeing Wednesday. In Middle School we have four student committee leaders for wellbeing who have worked with a larger group of Middle School Council members to make Wednesday the Pulse Check-in Day, Hot Chocolate Day and provide lunchtime student-lead activities to promote mental health and wellbeing. These students also work with Prefects and the Senior School Wellbeing Committee to create meaningful activities throughout the year.

(left) Pulse Check-in –
Mrs Fiona Moroney with
Sebastien Archer and Mac
Hammond (both Year 8)

The final piece of our Middle School positive wellbeing strategy is to integrate wellbeing into our curriculum. Students cover mental health and wellbeing as part of the HPE curriculum in Years 6–8 and this gives them a solid understanding of issues that may affect them. We have also added a new unit in our Year 8 integrated unit which extends understanding by looking at character strengths, gratitude and dimensions of wellbeing.

These recent initiatives give our Middle School students a better understanding of mental health, helps them understand their own sense of wellbeing and connects them to help and support when needed. ■

MR STEPHEN COVENTRY Head of Junior School

The whole school focus on sustainability has been passionately embraced by our Junior School community and is becoming a key aspect of our culture. We acknowledge this is everyone's responsibility and it is important that we all do our part to care for our environment and share the message of sustainability.

During Term 1, Junior School staff formed a Sustainability Committee which, following wider staff consultation, came to some important conclusions:

- We are at the early point in this process, but enthusiasm for change is high.
- Introducing sustainable practices in the early years is critical. Early education means building sustainable citizens for the future.
- Sustainability practices should be embedded in everyday activities for our students – in the three key areas of Campus, Curriculum and Culture.
- It is important for us to educate at school, but also to encourage sustainable practices at home.
- As educators, we need to support and act on 'student-driven' initiatives. Many have already occurred this year.



Mr Stephen Coventry

Embracing a sustainable future

A photograph showing several young children in yellow shirts and blue overalls playing outdoors in a natural setting with trees and fallen leaves.

ELC students exploring Lambert Park





Matt Einoder, Darcie Christian and Henry Cordero-Monks (all Year 5)

Term 1 highlights driven by our student leaders included the following initiatives.

Year 1 – Go FOGO!

With the goal of reducing food organics and garden organics (FOGO) waste, Year 1 are collecting their food waste and have also created a buddy mentor system where Year 1 leaders go to the Pre-Kindergarten class to collect their food waste with them.

Year 3 – Clean-up Crew

Year 3 students recognised a litter and recycling problem in our outside areas. They developed an education campaign and clean-up solutions to make improvements to the School grounds.

Year 5 – The Lost Sock

Year 5 students addressed the mountain of lost property and unnamed clothing in the Junior School. Students designed an efficient return system, to prevent the build-up of lost property.

They linked this with charity fundraising by periodically selling second-hand items to our parent/carer community, effectively recycling unwanted, unnamed items.

The scope of what can be implemented and changed in this area is vast and the Junior School community has embraced the journey, continuing to develop and embed good practice around our sustainability goals with students proudly taking the lead in this area. They are developing an understanding about their personal role, as the next generation of adults to inherit the management of our planet. Our students speak passionately about the responsibilities they will face and the significant environmental changes they aspire for. ■



Henry Hill, Flynn McPhail and Stuart Zeeman (all Year 5)

School House

MR MARTIN CHAMBERS Assistant Head of Senior School – School House

With the 2021 Year 8 students now joining the Senior School and School House fronting a new look Senior School mentor team with three new staff, there has been plenty of scope for our House community to redefine itself and develop.

In what has been an extremely challenging term due to the changing pandemic landscape, there is never-the-less a strong sense of community being displayed throughout School House. This has not been evident in so much the number of community service activities or social bonding events we have been able to organise in Term 1, but more so of the actions and intentions of all members of our community, students, staff and parents/carers alike.

Compassion, resilience, understanding, listening, caring, looking out for each other, standing in when needed and kindness are some of the words and phrases that come to mind on reflection of the year so far for our House community. These are powerful indicators of a healthy community where people's needs are being addressed, people are being respectful of others and where a positive climate and culture can be cultivated.

This solid foundation of community within School House will strengthen our planning and resolve going forward. As we have already witnessed some of the older leaders of the House engage so positively with the younger members across all sub schools, I am confident the community House spirit in 2022 will be better than ever.



Mr Martin Chambers

In a practical sense there is much in the planning for community engagement in 2022. Our annual Pasta Drive and Winter Clothes Appeal are currently being organised as well as specific mentor group community service projects. The determination to be involved has been well evident in the inter-house competitions as well as other co-curricular activities which has been pleasing to see.

As a House, we are grateful for all the individuals who are doing the 'small things' well and staying positive and engaged fostering a strong and vibrant community. ■



Thorold House

DR ADAM JAMES Assistant Head of Senior School – Thorold House

Charity work is a valuable, foundational part of the work we do to support our community. Our understanding is that each House forms its own community, but those communities are nested inside our Senior School community, which is itself part of the Hutchins community – part of the Sandy Bay, Hobart, Tasmanian and Australian communities.

This provides important understanding of our place in the world, our privileges and our opportunities to gain better awareness of ourselves by supporting other, less advantaged, parts of our various communities.

In Thorold House, we have been revisiting the wisdom of the School Motto, interpreted as 'what you do matters'. The emphasis that can be placed on each word in this seemingly simple phrase gives rise to a rich and powerful outlook on life. Our students have been encouraged to reflect on the opportunities to do something that matters as those opportunities present themselves.

Our Community Service learning project, which sees each of our six mentor groups assigned to one of six projects common to all Houses in the Senior School, is in its exciting infancy.

Students have started the early planning to work together with the other three Houses on projects from cleaning up our environment to cooking food to donate to those in need, preparing food hampers and care packages, knitting felties to donate to the hospital and growing plants to support our environment.



Dr Adam James

Each of these projects has been selected using the lens of finding something that supports our community and allows our students to engage with an opportunity to do something for others that makes a positive difference. In contrast to our recent Tug of War events at House Athletics, we look forward to working with the other Houses and seeing what can be achieved when we all 'pull' in the same direction. ■



Thorold House Year 9 Tug of War team at House Athletics

Going deeper with learning

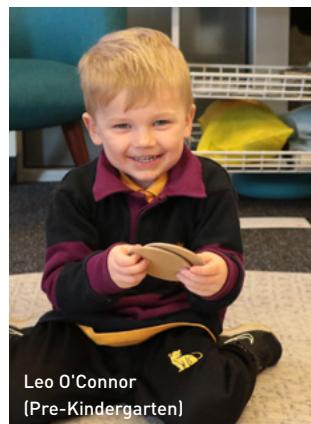
MRS EMMA CRAWFORD and
MS JOANNE FRENCH Acting Heads of
Junior School – Teaching and Learning

- Can students solve problems and analyse issues?
- Is this learning applicable and transferrable to the world outside of school?
- Can students conduct investigations and communicate for a purpose?



These are some of the questions teachers grapple with whilst striving towards the school-wide goal of 'developing independent, lifelong learners well prepared for a changing global world'.

Working collaboratively, teaching teams are designing units with deep understanding at the core. With this goal in sight, decisions about the skills and knowledge that need to be taught and which questions should be explored can be framed. By crafting effective and engaging learning experiences that include complex authentic tasks, students have the opportunity to apply their skills and knowledge.



What is understanding?

Defining understanding was the starting point of our ongoing professional learning journey, with the purpose of refining and improving learning experiences and outcomes. Tasked with capturing our thinking in a headline, the complexity and nuances of genuine understanding began to be revealed and discovered.

A snapshot of deep understanding in the classroom

Student engagement surged in Year 5 Mathematics lesson, as they applied their measurement skills to the task of designing a house. After ironing out a few scale issues (hallways probably don't need to be the same width as a lounge room) the students then applied their budgeting skills to furnish the house. With open ended assessment tasks such as this, students have the opportunity to creatively demonstrate the understanding they have attained throughout these units of work.

Semester One sport snapshot

MR JASON BERRY Director of Sport

As we continue another action packed semester of Sport at Hutchins, we look back with great admiration at some of the outstanding representative sporting performances that have occurred this year.

Teams and individuals from Hutchins have again been at the pinnacle of their competitions, performing well at all SSATIS and SATIS carnivals, as well as representing the School with great character in all SSATIS, SATIS and external competitions.



Senior School House Cross Country Carnival at Tolosa Park

At a senior SATIS level, the Hutchins First IV tennis team went through the season undefeated, winning the SATIS State Tennis Championship in a great match up against Marist Regional College. Our First VIII completed a hard-fought rowing season by winning the Head of the River at Lake Barrington, pulling ahead of Launceston Church Grammar School in the final stages to win by a narrow margin.

Our First XI cricket team came agonisingly close in the First XI State Final, not able to capitalise with the bat after a great bowling performance in the SATIS State Final against St. Patricks College and our First V basketball team played an enthralling SSATIS final against Guilford Young College, where inaccuracy in the first quarter was eventually costly. Hutchins also took out a phenomenal four of a possible six trophies at SSATIS and SATIS swimming carnivals.

In addition to these outstanding senior performances, Hutchins continued to be competitive and successful in a range of other sports. Our basketball program, led by Hobart Chargers coach Anthony Stewart, continued to boast outstanding numbers with some great performances in younger age groups. Mountain biking and dance numbers also continued to grow and our rowing program overseen by Mr Tom Allwright, Director of Rowing, has gone from strength to strength with overall numbers approaching 140 participants.



Oscar Shinkfield and Fergus Callinan (both Year 11) leading the relay at House Athletics



First IV State SATIS tennis champions

Our junior programs were also bolstered by the introduction of Futsal as a summer sport option, proving to be extremely popular with our Junior School students. It has also been pleasing to see our Junior School soccer program expanded to enable students from Kindergarten to Year 6 participate in the Central Region Junior Football Association, for the first time.

Importantly we have also recently taken the time to begin addressing our Strategic Direction in Sport. Whilst we will always focus on facilitating our high-performance programs to enable students and teams to achieve outstanding results, the character we display in achieving these results is the driving force behind all that we do. Sport continues to be an undeniable catalyst for character development and The Hutchins School values of kindness, humility, courage and respect are at the forefront of all our Sport program planning.

Finally, again we would like to take the opportunity to sincerely thank all coaches and Teachers-in-Charge for their work in various sports, for without their passion, experience and professionalism there would not be the wide variety of activities on offer. We look forward to supporting our students as Winter Sport rosters continue throughout Terms 2 and 3. 

With thanks to contributing authors Mr Dion Hughes, Head of Middle Years Sport and Mr Tom Green, Junior School Sport Co-ordinator.



Open rowers 2022



Cricket program

MR TRAVIS LITTLE

Teacher-in-Charge of Cricket

The Hutchins School cricket program has had another successful 2021–2022 season. The First XI team started the season in a terrific manner with a dominant win in the T20 SATIS tournament held in December 2021. In the regular cricket season, the team were hoping to win back to back titles however they fell one hurdle short being beaten by St Patrick's College in a thrilling State final.

(below) Harrison Opray and Louis Smith (both Year 11) after scoring centuries v St Virgil's College

Our Second XI team continued an extraordinary run in the SATIS Second XI competition by receiving the winning title for the fifth time in six years.

Not only have our players in the cricket program been successful, but the manner in which they have conducted themselves deserves recognition. The culture created by these students of outstanding character has been a highlight of the cricket season. They are so positive, inclusive and play the game hard but also with a high level of enjoyment. Well done to all involved. ■

Rowing squad update

MR SAM MANSON

Teacher-in-Charge of Rowing

The 2022 rowing squad, led by the inspirational Captain of Boats Tom Bayley (Year 12), were outstanding with their efforts throughout another gruelling season. Successful results at many regattas, including winning the Head of River in the Open Eight and U16 Eight events, were a highlight as was seeing rowers from each of the junior age groups develop their skills.

Their focussed dedication as individuals and their teamwork as members of the crew are skills that are to be commended.

This year, the real strength of the rowing program was the attitudes and values required to achieve success being passed down from the senior to junior rowers through example. The dedication, commitment, resilience, sacrifice and selflessness of the rowers is seen by many on race day, however it is equally evident every single morning, when daylight allows, on Marieville Esplanade.

The ever-increasing attraction of students and families to the rowing program continues to defy expectations and clearly illustrates the desire for connection to community and personal growth. Congratulations to all 138 of our rowers, their families, coaches, supporters and staff for their amazing efforts to make this season in Hutchins rowing such a success. ■



First XI runners up 2021–22

Semester One





The twentieth-century English composer, Sir Malcolm Arnold, summarised the power of music in these words, ‘Music is the social act of communication among people, a gesture of friendship, the strongest there is’. We play music to extend friendship, ourselves and to enrich the lives of others. Even modern-day rappers resonate with this. Juice Wrld proclaimed that ‘Music is the best way that I can communicate with other people’.

Xavier Rowell (Year 6), William Lowrie (Year 5) and Louie Williams (Year 6) at St David's Cathedral



Senior Vocal Ensemble
at Town Hall



Two very different people, but the same viewpoint.

Our classes at Hutchins explore many different musical styles and musicians from all over the world, from musicals to Balinese gamelan, from progressive rock to third-stream jazz, from rap to African drumming. Students gain insights into other cultures and examine how music is used in various contexts. Learning, whether it be in the classroom or with an instrument, is an essential pillar for students to engage with.

Central to our learning is how music is used to communicate. With more than 300 students taking private instrumental lessons and opportunities to perform with more than 20 ensembles, The Hutchins School is proud to have music as means to engage with the broader school community through regular performances.

During Term 1, our Senior School Vocal Ensemble performed at the Hobart Town Hall for the 40th Anniversary of graduation from the Royal Military College of Duntroon, and then again at Anzac Day celebrations at the Hobart Cenotaph. During Term 2, we began our St David's Cathedral lunchtime concert series on the third Wednesday of each month at 1.00pm. The Music Faculty is also committed to the community with more performances at St David's Cathedral, at the Hobart Jazz Club, in regional Tasmania and school community events.

It's an exciting time for music at Hutchins in 2022. 

Enriching our Community through music

MR GREGORY STANTON Head of Faculty – Music



Ho Long (Jason) Tang
(Year 10), Pak Hang
(Ryan) Kong (Year 11)
and Yik To (Benedict)
Yuen (Year 11)

Boarding – celebrating each other, our friendships and our community

MR FRASER BOLTON

Head of Boarding

Since my arrival to Hobart and at Burbury House, one thing that has struck me is the way that our boarders demonstrate genuine care and affection for each other. As a group, they are community minded, considering not only the way that boarding works for them, but also how boarding works for their peers and for the group as a broader entity. I often find myself in conversation with our boarders delving into the ways in which this experience differs for each of them individually and yet we must strive to make this work collectively.

The boarders in Burbury House have an advantage over others as they witness first-hand how communities are based on doing what is best both for the individual and for the community.

They understand that for this to happen we must remain open to a range of perspectives and be willing to adapt to change and that it is through connection that we can truly flourish. I am privileged to see this in action every day.

At the beginning of Term 2, I was thrilled to see the way that boarders who had spent mere weeks apart (in some case days) were genuinely excited to see each other and to be back together.

The energy in the boarding house was palpable (the noise, as you can imagine, was something to behold). These moments act as a reminder that true friendships are forged not through the extraordinary, but through moments of togetherness.

This was reinforced over the holidays, where we continued to offer a holiday program for our international boarders who cannot travel home easily due to continuing COVID-19 restrictions. They spent these holidays forming and strengthening the bonds of friendship through everyday activities like playing board games, table tennis, basketball in the gym, making hot pot and sharing meals.

They also strengthened their connection to their place in this part of the world through trips to Bruny Island, the South Coast, Bonorong Wildlife Sanctuary and Iron Pot Lighthouse where they have learnt about the history and witnessed the spectacular natural environment of Tasmania.

Moving forward we want to grow the sense that Burbury House is a place of belonging and inclusivity. We will celebrate each other, our friendships and our community. Boarding allows space for friendships to grow based on mutual respect and the genuine joy of spending time together – long may it continue. 

Experiencing the Power of 9 at Hutchins

MRS CAITLYN TULK Power of 9 Co-ordinator

It is the start of a new challenge when Power of 9 students walk through the doors at the Marieville Esplanade campus on their first day of term. They have an energy swirling around them and you can feel the anticipation, excitement and even uncertainty in the air. After spending time becoming familiar with the place the students will call home for the next term, we dive on in. Character! It is one of the first things we focus on. We talk about the School motto and recite it without mistake, *Vivit Post Funera Virtus – Character Lives on After Death*. What you do matters.

Then we ask, 'But what kind of person do you want to be? What do you want to be remembered for?'

We have a strong focus on character within the Power of 9 program. Students are asked to define character and to analyse parts of their own, both areas of strength and areas that may require improvement. Like all areas of our lives, the more we purposely practice the characters we wish to embody the more likely we are to see positive changes.

Throughout the term we aim to continually expose the students to situations in which they can learn more about themselves, learn how to grow and show their best side. Even the most mundane of situations such as packing a dishwasher and cleaning a kitchen can be a valuable character building experience. From housekeeping to curriculum-based experiences, study sessions mixed with challenges both near and far, we know that exposure and time are so important to our Power of 9 program.

During our expedition time we have seen one group of students embarking on an expedition to test their legs on both the sea and on land. This year the students showed incredible determination and persistence in the early hours of the morning where the dark skies hid the many faces turning green from the ebb and flow of the *Windeward Bound*. It was the humility and compassion they shared with one another during this experience that showed the enormity of what the program is capable of. These are the types of character traits we encourage to shine and grow in our young people.





Abseiling Adam's Falls
in South West Tasmania
as part of the
Island Challenge

From this group's location in Port Davey it is a mere 60 kilometres to the north-east where the other half of the group are displaying another set of character strengths as they tackle the Island Challenge expedition. They also must work as a team, show leadership and display a large amount of zest and grit. These are all character strengths that time in the Tasmanian wilderness inspires and creates, but also at times demands. Upon reflection of staff, the character strength of gratefulness stands out as one of this groups most valuable assets.

We know that time in the wilderness can show personality traits in people we otherwise may not notice. The core of the Power of 9 program is to help young people show those positive personality traits and characters in a myriad of different situations. We work to help them understand that character needs to be consistent and that their best side should not only be for the trees and seas, but for the dishwasher as well. 🐻



(left) Power of 9 students
plan their route before sea
kayaking Lake Pedder

Towards reconciliation

DR ADAM GROVER Reconciliation Action Plan Convenor

The Hutchins School has committed to walking together with Tasmania Aboriginal peoples on a journey of reconciliation. This journey will result in the adoption and endorsement of a Reconciliation Action Plan (RAP) for the School by Reconciliation Australia.

A Reconciliation Action Plan (RAP) is based around the core pillars of relationships, respect and opportunities. RAPs seek to provide tangible and substantive benefits for Australian First Nations peoples, increasing equity and supporting First Nations voice and self-determination. At Hutchins, supporting and guiding our work is a Working Group, made up of members of the School community, including present and former students, staff, the Headmaster and staff from the University of Tasmania.

The actions of the Working Group so far have resulted in a revised Acknowledgment of Country and a Vision for Reconciliation for the School. Additionally, all staff across the School participated in a series of Cultural Awareness workshops at the beginning of the year, hosted by Reconciliation Tasmania. Now the focus of effort is in areas of curriculum mapping, more explicit support for First Nations students both current and prospective, as well as making our built environment culturally safe. As our work further progresses, we will develop a framework for indigenisation of the curriculum including using First Nations pedagogies, ensuring members of the Tasmanian Aboriginal community are in our classrooms more frequently and in engaging in further First Nations learning and teaching professional development.

Student artwork on display in the Pre-Kindergarten and Kindergarten classroom



Ethan Yu, James Li,
Johnny Chen and
Chuan (Mason) Wang
(all Pre-Kindergarten)

Our work complements and reflects efforts which are being made at the national and state level in achieving reconciliation. The Uluru Statement from the Heart adopted in 2017, the revisions to the Australian Curriculum to make more visible First Nations peoples, their history and contemporary lived experiences and the recent report to the Tasmanian Government on a pathway to Truth Telling and Treaty, amongst other initiatives, reflect the growing community sentiment towards makaratta – the coming together after a struggle.

In our hearts and minds we know that the Australian story began long before the arrival of the First Fleet on 26 January 1788. Aboriginal and Torres Strait Islander peoples possessed their own lands, practiced their own beliefs and lived under their own laws and customs for countless generations before Europeans made contact. It is time now to finally dispel the myths of terra nullius and to participate in an honest reckoning with our past so as to make things right for the future. 

Celebrating Years of Service

MS LAURA BIRD Marketing and Communications Manager

On Wednesday 6 April Headmaster, Dr Rob McEwan welcomed staff to a special cocktail evening to celebrate the staff that have given 15 years or more of service to The Hutchins School.

It was wonderful to have so many staff come together in the Nettlefold Library to celebrate and thank the long-serving staff for their contribution to Hutchins and our students.

This year we recognise the following staff members who have reached these milestones:

(below L-R) Mr Ken Kingston, Mrs Emma Griffiths, Mr Anthony Prior, Mrs Susan Hall, Mrs Judy Smith, Mr Matthew Groves, Mrs Rachel Lucas, Mr Martin Chambers, Ms Jodie Schafferius, Mr Peter Crofts, Mrs Sally Westcott, Mrs Michelle Weeding and Mrs Alison Farmer

- **15 years** – Mrs Rachel Lucas, Mr Martin Chambers and Mr Anthony Prior
- **20 years** – Dr Nick Eaves, Mr Scott Cashion, Mrs Susan Hall, Mr Matthew Groves and Mr Cameron Hudson
- **25 years** – Mr Ken Kingston, Mrs Bec Terry, Mrs Michelle Weeding, Mrs Alison Farmer, Mr Peter Crofts, Mrs Sally Westcott and Ms Jodie Schafferius
- **30 years** – Mrs Judy Smith and Mr Kent Moore
- **35 years** – Mrs Emma Griffiths

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

Where everybody knows your name

MS KATIE RICHARDSON

Archives and Records Manager

18 years of age. That's how old Miss Emma Pedlow was in 1987 when she walked through the doors of Hutchins to begin her first day as a Receptionist. Over the years, after doing various roles including 'typist' and 'Deputy Headmaster's Secretary', Emma (now Mrs Emma Griffiths) found her place in the School; the place that she knows like the back of her hand; the place that relies on her experience, knowledge and professionalism...

Enrolments. Emma's work in the Enrolments Office has seen her speak to well over 3,000 families. We asked some of Emma's previous Managers their thoughts on Emma and without any surprise, all responded immediately:



Mrs Emma Griffiths (nee Pedlow), 1993

'I frequently receive emails or passing comments from families about how friendly, professional and efficient the enrolment process is. This is Emma, she gets it done with the minimum of fuss and never expects any fanfare. She is a kind, caring, loyal friend and the working relationship I have with Emma is something I truly treasure.'

– Mr Stuart Hammond, Registrar

'Emma has two amazing traits. She can read my handwriting and loyalty. I loved working with her and quite frankly could not have managed without her support for so many years.'

– Barrie Irons, Deputy Headmaster (1999–2011) and Registrar (2012–15)

'Emma is a gem – a Hutchins treasure. Nothing is ever too much trouble and is always undertaken without fuss. The extra mile is willingly given before even being asked for. Her outstanding contribution to the management of the School in her area thoroughly deserves to be highlighted. It is second to none.' – David Brammall, Deputy Headmaster (1973–98) and Registrar (1999–2000)

Congratulations on 35 years at Hutchins, Emma! 🎉





Flying high with Richard Charlton ('00)

MRS JENNA MCPHIE Community Engagement and Events Manager

Richard has always loved flying. This was encouraged at Hutchins, especially by teachers Tim Fish ('74) and Mr Kent Moore, who were both private pilots. Working on weekends and school holidays at the Hobart Camera Centre, Richard first flew solo at age 16 – although he wasn't allowed to drive himself to the airport!

After leaving school, Richard's career went off in very different directions, including working as a triple zero emergency call taker for Victoria Police, a barista at Hudsons Coffee in Hobart with Mark Groom ('99) and Ben Groom ('02) and a business analyst at Commonwealth Bank in Sydney. He went to university twice as a mature age student (UTAS and USYD) and graduated with an accounting degree and a Masters in Finance, eventually also earning a CPA.

After moving to Perth WA in 2015, Richard co-founded the technology company Electro.Aero to contribute to the new industry of electric aviation. The company took delivery of the world's first production electric aircraft – the Slovenian-built Pipistrel Alpha Electro – which he flew regularly over Perth as the company's CEO and test pilot. They broke a number of electric aviation records, including the longest overwater flight of a commercial electric aircraft (around Rottnest Island). A key angel investor in the company was Hobart local and software company veteran, Dr David Warren.

Since then, Electro.Aero have found their niche in designing, building and exporting high powered electric aircraft chargers, which are of course one of the most important pieces of equipment for electric aircraft! Their world-leading products are fully designed and assembled at Jandakot Airport in Perth. Richard says the whole team are proud to be building a high-tech manufacturing business on Australian soil.

Richard also continues to serve as an Army Reservist, in the 16th Battalion, Royal Western Australia Regiment. He and partner Chelsea – who works as CMO for a global textbook company – have three daughters all under 6 years of age. He says he is never short of conversation at home! 

The HSOBA Over 80's Club

MRS MARJI CRAVEN Advancement Co-ordinator

It is always wonderful to watch old friends reunite and come together. This was never more evident than at our HSOBA Over 80's event in March this year.

We were lucky enough to go back to the Old School on Macquarie Street, to tour through and reminisce. Some of the attendees hadn't seen each other since finishing school in 1959! As you can imagine moving around the tables, there was lots of banter and storytelling. The smiling faces and laughter in the room said it all.

Prior to touring the Old School and the Christ College block we were given a most informative talk by our current Ived Tower recipient, Hon. Jim Wilkinson ('69). Jim gave us a thumbnail sketch of the progressive building of the various structures on the site. There was also a montage of photos from the era of those present. This provoked many a discussion and the recounting of likely and unlikely stories from our members.

We would like to think that the more scandalous involved some poetic licence. Many searched diligently (some successfully) for their initials carved into the stonework of the stairway of the belltower. All in all it was a nostalgic visit and thoroughly enjoyed by all.

Dr Rob McEwan, Headmaster, spoke at the luncheon and our members enjoyed the opportunity to meet and talk with him individually, sharing stories of The Hutchins School in the 1940s and 1950s.

Robert Dick ('53) had purchased a book titled *Ice in the Rigging* which recounts the story of Hutchins alumnus, Louis Bernacchi who entered Hutchins in 1889 and his journey to Antarctica. All members present signed this copy and it will be donated to the School Library.

As is custom, a small gift was presented to the most senior in the room and the newest Over 80's member who scraped in by three days! Dr Roger Thiessen ('56) came over from Melbourne for the occasion and numerous others travelled quite a distance to be with us. It was particularly gratifying to welcome so many new faces to the Club.

We hope to see everyone at our next function which is scheduled for Tuesday 30 August 2022. *

A group of the Over 80's touring the Old School, 181 Macquarie Street



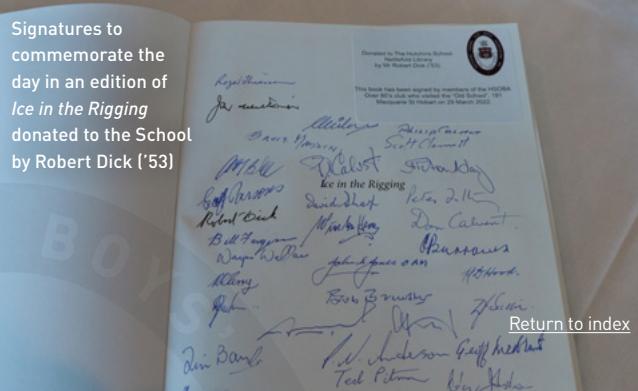
Brave members of the Over 80's Club who made it up onto the ivied tower during their tour in March 2022



Members of the Over 80's Club gather for morning tea and a tour of the Old School



Signatures to commemorate the day in an edition of *Ice in the Rigging* donated to the School by Robert Dick ('53)



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From the Parents' Association

DAYANA BAKER President, The Hutchins School
Parents' Association

The Parents' Association has many roles, but most importantly we facilitate and assist in social and school community events. We are happy to see many of our events returning to the School calendar as the year progresses.

Shirlene Badenach, Dayana Baker, Milly Fox and Hayley Baker running the Open Day BBQ



Happy riders enjoying the Blokes and Spokes bike ride



Family and Film Under the Stars



There are two meetings held each term and we warmly welcome anyone to attend. Any time or assistance you may be able to provide is greatly appreciated with our students directly benefiting from this. Our meetings are held in the Boardroom in the Senior School and we are privileged to have Headmaster Dr Rob McEwan present, who provides us with many updates throughout the year. An example being the Junior School playground that is currently under construction, which will be a work of art in itself. Much consultation as to how this will look and the creation of age-appropriate equipment has been done in consultation with the students and staff alike.

The Parents' Association began the year with our Blokes and Spokes event organised by Anthony Gunton on Sunday 6 March 2022. It was a wonderful day and many thanks to all volunteers, including the Gap students who assisted on the day and with the BBQ.

The Parents' Association also organises and assists with other events including running the Mother's and Father's Day Stalls, helping at Grandparents' Days and helping at Magenta and Blacker, Hutchins very own biannual version of Dark Mofo as well as welcoming mothers and carers to our High Tea at Hadley's Hotel.

On Friday 3 June on a perfectly calm and still winters night we held our very first Family and Film Under the Stars Movie Night screening of the movie *Sing* on the War Memorial Oval. With gas heaters, picnic rugs, sausages, fairy floss and popcorn and a warm drink in hand, we settled in to watch the movie. We were thrilled with the turnout, with 200 people in attendance it had a wonderful family atmosphere.

A huge thanks to the Community Engagement and Events Team who helped organise this event along with the School's Audio and Visual Team, Maintenance Team, Music Faculty and of course our fantastic St Michael's Collegiate and Hutchins student performers along with our Parents' Association members. A special thanks to our hardworking supporters who ran the stalls and did an amazing job – Year 12 students, Hutchins cricket families, Visual and Performing Arts Team, and Hutchins rugby families. We hope to make this a biannual event, so we would love to see you in 2024!

We would also like to take the opportunity to thank all our committee members along with the parents/carers who have provided their valuable time in attending meetings and volunteering their services. It does not go unnoticed and we are very fortunate to have the support.

Update from the Old Boys' Association



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

Hutchins is very fortunate to have a strong and vibrant community. It never ceases to amaze me how far and wide that community spreads. The real test of a community is not when things are going well but when things are 'wobbly'.

Human beings are generally social beings who enjoy communicating and being with each other. Unfortunately, we can become lazy or lose touch and sadly at times we may be isolated. That is the time we really need someone to look out for us. Reaching out is a two-way process, us reaching out if we need a hand or us reaching out to others who may be struggling. How can we as an Old Boy Association facilitate this more?

Formal reunions and events are organised regularly, these are wonderful opportunities to socialise and network. It is, however, the informal friendship group activities which often have the greatest impact. It takes someone to initiate and organise, but the effects are long lasting. So often I hear of groups getting together regularly for a catch-up lunch or doing an activity together. It was only last month a group set off on a kayaking adventure together. Another group, including partners and children, gathered to welcome back a fellow boarder after being away for eight years.

(left) Brothers at the Sydney reunion – Christiaan Roberts ('07), Anton Roberts ('11), Nanak Narulla ('11), Harkiran Narulla ('03), Oliver Johnson ('13) and Hugh Johnson ('13)

(below) HSOBA Golf Day – Alec Kelly ('17), Jake McIntyre ('17), Callum Tabor ('16) and Angus Szoke ('17)



The thread is often the HSOBA community, you are part of that community. Is it time to rekindle those strong friendships which may have lapsed? I suspect the past few years have been difficult as we have not been able to get together, we have been inclined to hibernate in our cocoon. Breakout, reach out and let us celebrate all that is good about being in our wonderful community. 

Make Your Mark.

MR JOHN GROOM ('86) Director of Advancement



The first stage of the *Make Your Mark* (MYM) major capital campaign will shortly conclude, having raised \$12,058,913 at the time of writing. We can rightly be proud of the progress so far and we wish to thank all our donors to date.



Image from *Make Your Mark* campaign video, June 2022

We now invite all members of our community to assist in achieving our target of \$12.5 million.

The MYM campaign, our first in 30 years, is to raise funds for the Signature Building. This Building will be an inspiring, multi-purpose facility that will carry the spirit of the School through generations of Hutchins students to come.

'This is an opportunity for us all to make a lasting contribution that will become an integral part of every student's Hutchins experience.'

– Dr Rob McEwan, Headmaster

The scale of this project is unprecedented in the context of our history as a school. These exciting plans, once completed, will be transformative for our boys, the School and the broader community.

We really do hope that all members of our school community can share in this journey to create the heart of our campus, a place for all to meet and a place to celebrate sport, performance and learning.

If you wish to know more about these visionary plans or to make a donation, please visit

makeyourmark.hutchins.tas.edu.au.

Please note that all donations made to the campaign are fully tax deductible.

We wish to particularly thank all members of the 175 Club and 1846 Society.

The mission of the Advancement Office is to advance and grow a culture of giving in our wonderful community, ultimately for the benefit of our boys. The level of goodwill that we encounter as we execute our work is truly inspiring. Please feel free to make contact if you would like to know more.

Please join us as we look to the future with great optimism and enthusiasm as we play our part in building on the founding vision of this school – to nurture character in every student who acts with kindness, humility, respect and courage. 

Supporting our students

MS JANE BLAKEWAY Bequests and Major Gifts Officer

Since 1846, the lives of thousands of students have been positively impacted, thanks to the educational experience they received at The Hutchins School. Today, the School remains immensely grateful to those who have supported our students by donating funds towards various educational endeavours, including scholarships.

Junior School classroom with W F Tenant and Miss E M Elliott, c1920



Did you know that during the School's 176-year history, Hutchins has awarded over 700 scholarships? Scholarships are given to assist boys and their families, often by supporting students who otherwise might not have had the opportunity to experience a Hutchins education.

Many of these have only been possible thanks to the generosity and goodwill of our community members, including those who made the personal decision to leave the School a gift in their will.

The Newcastle Scholarship, endowed in 1853 in honour of Henry Pelham-Clinton, 5th Duke of Newcastle, became the first recorded academic scholarship awarded in 1887. Since then, the Newcastle Scholarship has enriched the lives of over 130 students.

More recently, a further 20 boys have had the opportunity to advance their choral skills, thanks to the legacy of Jeffery Molesworth Boyes and many other students have become part of the Hutchins community, due to gifts bequeathed to the Scholarship Fund. Therefore, we would like to celebrate and thank our 1846 Society.

It can often be a surprise to hear that talking with people about their desire to leave a gift in their will is not uncomfortable or sad. It is joyous, sometimes humorous, often poignant and always inspiring.

It is a privilege to listen to Old Boys reminisce about their time at the School, the friends they made and the adventures they had. It is enjoyable to talk with current or past parents/carers, who express deep gratitude for the care, opportunities and experiences provided for their child.

The 1846 Society

The 1846 Society has been established to acknowledge and honour those who have confirmed in their lifetime their intention to include The Hutchins School in their will. These gifts will help shape the School, transforming the lives of hundreds of students, today, and for generations to come.

For members of our 1846 Society, the intention is clear – they want to give to the School so others can benefit from a Hutchins education, just as they did.

The Hutchins School is blessed to have extraordinary people in its community who want to give back. And on behalf of the students, today, and for generations to come – we thank you. 🦅

MS KATIE RICHARDSON

Archives and Records Manager

Gordon Jones: The original outdoor educator

In 1947, Hutchins led the nation in establishing an Outdoor Education facility at Chauncy Vale Wildlife Sanctuary. A hut was constructed by Form V boys under the leadership of teacher Gordon Jones. Unfortunately, Mr Jones left Hutchins at the end of 1947 to take up a teaching position at Geelong College.

An Australian first—75 years of Outdoor Education (1947–2022)

'Mr Jones who has accepted a position at Geelong College, has been a hard-working and popular member of the Staff and prominent in many aspects of school-life; as assistant Science Master, in physical education and in doing the brunt of the work in connection with the Chauncy Vale project. He carries with him the sincere appreciated and best wishes of the School'

– The Hutchins School Magazine, December 1947.

Teacher G Jones attempting Brown's Cave, 1947



Outdoor Education in Australia, particularly at The Hutchins School, owes a great deal to the experience, dedication and commitment of Gordon Jones and the greatest evidence of this lies not only in the establishment and/or leadership of programs such as Chauncy Vale but in the relationships that he had with the students at all schools he taught at. It is a pleasure to be able to put in print a tribute to Mr Jones from three Hutchins Old Boys.

A tribute by three 'Chauncy' Old Boys

We were saddened to learn, belatedly, that Gordon Jones (known as 'Spike' by the boys) had died on 26 March 2019. Gordon was a Science Master at Hutchins, joining in 1946 as a 23 year old graduate teacher. It was the centenary year, and to our sorrow he left at the end of 1947. In his short time at Hutchins, Gordon earned the respect and admiration of his students.

Anton Chauncy had invited the School to build a hut in his Chauncy Vale Sanctuary for the purpose of 'nature study'. Gordon was then Form Master of Fifth Form and volunteered to set up weekend camps throughout 1947 to build an accommodation hut; we could not wait to get started. The hut was designed mainly by the boys as a log cabin with bunk beds.



50th anniversary of the building of the Chauncy Vale hut
(L-R) Desmond King ('51), Richard Lord ('48), John Biggs ('52), Max Wills ('48), Gordon Jones (teacher), Don Lange ('50), Ian Madden ('51), John Stopp ('50), Alan Colbourn ('50)

It was liveable by July and there was an official opening on Sunday 27 July. Gordon left to return to Melbourne at the end of that year.

The hut was then used by the School for Outdoor Education projects but was later destroyed by bushfires. A plaque on the spot commemorating the hut is there today.

By invitation from the School, Gordon returned for the 50th anniversary on Sunday 27 July 1997. He not only remembered all the 'originals' who attended but our names as well.

Gordon Jones deserves to be remembered for changing the lives of many Hutchins boys, particularly those names on the plaque, and through his legacy the lives of boys at Hutchins today.

- John Biggs ('52),
Alan Colbourn ('50),
Hugh Thompson ('50)

We are confident that Gordon Jones would approve wholeheartedly with the School's current Outdoor Education program which as at 2022 consists of the Year 2 Big Day Out, Years 3-8 camps, Power of 9 Challenges, Year 10 Outdoor Education (elective), Year 11/12 Outdoor Leadership (pre-tertiary), Year 11/12 Certificate II in Outdoor Recreation, Duke of Edinburgh's International Award and the Years 7-12 Ski Tour (Australia/New Zealand). ■

Camp 4 – Accommodation



2022 is the 75th anniversary of Outdoor Education at Hutchins. An exhibition is running in the School Museum until November. If you would like to visit, please email archives@hutchins.tas.edu.au.

To read more about the establishment of the Outdoor Education program at Hutchins, please visit history.hutchins.tas.edu.au/learning-outdoors.

**STAFF MEMBER****Jenny Manthey****Teaching at Hutchins 1999 to 2019****School positions held**

Director of Early Childhood (Kindergarten to Year 2), Head of Junior School (Pre-Kindergarten to Year 6).

Prior to joining Hutchins, Jenny taught at four independent schools in Victoria, Firbank, Geelong Grammar, St Margaret's and the Islamic Trust School in Werribee. She also worked at Sekolah Global Jaya, an international school in Indonesia.

Additional professional positions held whilst at Hutchins

Additional professional positions held were AIST representative for Early Childhood Working Party, membership of APPA (Australian Primary Principals Association), President of the Tasmanian branch of IPSHA (Independent Primary School Heads of Australia), Tasmanian Independent Schools Representative of NAC (National Advisory Council). These all reflected a very professional and service-oriented colleague in Jenny.

House affiliation Jenny did not have a House affiliation, given her neutral role as Head of Junior School.

Where are they now?

CHRIS RAE Head of Senior School (2001–2008)

Who were some of your close work colleagues?

Jenny's response was instant and appreciative:

'I couldn't possibly single out any colleagues... The ELC and Junior School staff... always a wonderful team... kind, good humoured and passionate in their commitment to the welfare of their students and to each other. Always going above and beyond.'

Jenny is a true believer in the word team.

Jenny spoke of the privilege to have journeyed with and been supported by many wonderful and inspiring staff – Headmasters, executive staff, teaching and support staff and not forgetting... 'those in front of the scenes and those behind the scenes.'

What are your memories and highlights of your time at Hutchins?

With no surprises here, Jenny's warm response reflected her dedicated passion and commitment to responsibilities:

'I loved going to work every day. It was always about the students and observing their growth and progress – seeing them in the classroom setting, socially, emotionally, academically... the Kinder concerts, camps, the Prep nativities, musicals, concerts, sport, ELC and Junior Speech Nights... the whole gamut!'

How do you see education today?

'Change is the one certainty in life and education is constantly evolving. However, core values don't change and the purpose of all learning is growth, heart, mind, body and soul. Quality teaching has always made a difference, recognising that each student possesses their own unique gifts.'

What of life post-Hutchins?

Life in retirement has been very fulfilling. Jenny's service to the community continues through voluntary work (with Red Cross, Salamanca Rotary and on the Board of St Michael's Collegiate). Jenny enjoys having more time with family and friends. Where possible Jenny enjoys local, interstate and overseas travel with her husband, Michael. Fitness work has become an important part of life (daily walking and gym routines, as well as the resumption of rowing). ■



Recent donations to the School

MS KATIE RICHARDSON Archives and Records Manager

Below is a list of items donated to the Hutchins Archives and Heritage Collection since publication of *Magenta and Black*, Summer 2021.

Badges, Prefect and lion, n.d.

Bible, Hutchins 175th anniversary edition, 2022.

Book, *Love, Passion and Cruelty in Van Diemen's Land*, written and donated by Malcolm Ward ('77).

Book, *Hutchins Rowing Female Staff Crew 2001–2021*.

Books, Two prize books awarded to Peter Hudson (e1928) with inscriptions from Hutchins and Apsley House School, c1925, donated by David Hudson.

Caps, Three Hutchins caps from the 1930s/1940s belonging to Rodney Harvey-Latham ('52), donated by Nicola Harvey-Latham.

Correspondence, HSOBA and Hutchins 1950–1970, donated by David Lane ('57).

Music instruments and books, Recorders, n.d.

Newspaper article, Original clipping regarding Hutchins, donated by Robin Terry ('52).

Photographs, School class and production images 1980–1991, donated by Ian McQueen.

Recognising a special donation

In October 2021, the School was fortunate to receive a painting titled 'Forest Giants' by Old Boy Thomas (Tom) Balfour Garrett. Tom Garrett was born in 1879 and entered Hutchins in 1891. He went on to study for Holy Orders until he changed his career to follow his dream of becoming a professional artist. Tom exhibited regularly in Sydney, Melbourne and Adelaide from 1929–1951 before passing away in 1952. Thank you to Andrew Stewart (staff 1994–2005) for donating such a beautiful piece.

Vale

MS KATIE RICHARDSON Archives and Records Manager

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

JACK, Ian Hunter	Old Boy 1946	4 June 2021
OAKES, Anthony (Tony)	Staff 1965–2006	30 September 2021
GRAY, Matthew Robert	Old Boy 1986	3 December 2021
WARD, Ronald Frank	Old Boy 1970	8 December 2021
PARK, Anthony (Tony) Bennett	Old Boy 1974	10 December 2021
PAGE, Henry George	Old Boy 1957	17 December 2021
SKEGG, Harvey Kenneth	Old Boy 1957	24 December 2021
SHAW, Julian Robert	Old Boy 1969	2 January 2022
SMITH, James (Jim) Alexander	Old Boy 1946	5 January 2022
HARRISON, Matthew David	Old Boy 1985	7 February 2022
PICKARD, Troy Ernest	Old Boy 1990	11 January 2022
ANDREWS, Gerald Dudley	Old Boy 1953	13 January 2022
HODGSON, David Neil	Old Boy 1946	15 January 2022
SAUNDERS, Brett William	Old Boy 1973	21 January 2022
LINDSAY, Hamish Peter	Old Boy 1956	24 January 2022
CRIPPS, Stuart Cameron	Staff 1960–99	24 February 2022
ASHBARRY, Alan Peter	Old Boy 1973	25 February 2022
VINCENT, Thomas William	Old Boy 1956	6 March 2022
STANFIELD, Ronald James	Old Boy 1952	21 March 2022
MIDSON, Jarrod Tim	Old Boy 2010	7 April 2022
MCDougall, Ewen Mohr	Old Boy 1955	11 April 2022

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.

Anthony (Tony) Bennett Park (1957–2021)

A B Park (no. 5814) attended Hutchins 1969–1974). In 1970, Tony participated in Middle School hockey as well being a student librarian. He joined the cadets in 1971 and remained an active member until 1974. Tony was a member of the SRC in 1972/4, received the Commonwealth Secondary Scholarship in 1973 and earned his Colours for athletics in 1974.

After Hutchins, Tony went on to become a business owner, entrepreneur and best-selling author. His ties with Hutchins never ceased, and he established the Arthur Park Memorial Scholarship in memory of his father, Arthur Frank Park ('48).

Tony passed on 10 December 2021 and is survived by wife Julie, and children Elizabeth and Alistair ('08).

(below) Middle School hockey, 1970 (A B Park standing centre)



Cross Country, 1945
(J A Smith seated on left)

James (Jim) Alexander Smith (1929–2022)

J A Smith (no. 3443) attended Hutchins 1938–1946. He was a keen sportsman, competing in both athletic and cross country events. A highlight was his win in the open inter-school cross country race of 1945 and 1946, the latter as School Captain of Cross Country. Jim was so well known for his cross country running that the School's Hiking Club of 1946 felt the need to 'congratulate the admirable restraint imposed on his cross country inclinations' (*The Hutchins School Magazine*, December 1946).

After leaving school, Jim became an avid bushwalker. As a member of the Hobart Walking Club he frequently ventured into Central and Southwestern Tasmania. Jim was also a member of the Citizen Military Forces (CMF) as a gunner. His first employer was Henry Jones & Co., before moving to his father's agency business. After over 60 years in the business, Jim fully retired at 88.

Aside from family, Jim's interests included gardening, local history, music, current affairs, railways and travel. He climbed Sydney Harbour Bridge – at the age of 80! Old Boys' luncheons were a favourite occasion for Jim, providing the chance to catch up with school chums. He had a passion for the School and keenly followed its evolution. Jim's two sons, David ('74) and Peter ('78) attended Hutchins, whilst daughter Jenny attended St Michael's Collegiate.

Jim passed peacefully on 4 January 2022 in Launceston and is survived by his wife Wendy, three children, six grandchildren and five great grandchildren.

We sincerely thank Jim's children David Smith, Peter Smith and Jenny Brunacci for submitting the information for this piece.

(right) Swimming, 1946
(D N Hodgson seated second from right)

David Neil Hodgson (1929–2022)

D N Hodgson (no. 3453) attended Hutchins 1938–1946. At age 12, David enrolled in the 3rd Hobart Scout Group (Hutchins) and was also a member of the School's Cadet Corps. David was part of the 1946 premier swimming team and received colours for swimming, rowing and athletics in his later schooling years.

On leaving school David began employment with Hobart shipping firm, A G Webster and Woolgrowers Ltd as a Shipping Clerk, later he was appointed Shipping Officer at H Jones and Co.

In 1968, the family relocated to Perth WA, after an offer of further shipping work from Wigmores Ltd in the port of Fremantle, later followed by positions at Lynn-Elder and Seabridge Australia Ltd.

It was during his youth in Hobart that David's lifelong passion for yachting began, sailing in Cadet Dinghies in the waters off Marieville Esplanade.



His sailing interests were fulfilled as a member of the Royal Freshwater Bay Yacht Club on the Swan River, where he successfully raced in Third Division Cruisers.

In later life, David was able to concentrate on family history interests; the lives of British forebears, George Meredith, an original Tasmanian colonist 1777–1856 and Louisa Anne Meredith, 1812–1895, a notable early Tasmanian author, artist and naturalist. In his 80s, he decided to return to Hobart to finish his days 'on the Derwent'.

David was devoted to his wife Sally who sadly passed away in 1988, was a keen supporter of the activities of family; close and distant and was a lifelong friend of the School. David passed on 15 January 2022 and is survived by his daughters Louise and Rowena, and two grandchildren.

We sincerely thank David's daughter Louise Gillett for submitting the information for this piece.



Stuart Cameron Cripps (1935–2022)

The School community was saddened to hear of the passing of Stuart Cripps. Stuart taught at Hutchins from 1960–99, during which time he was appointed as Director of Studies, Careers Master, Head of Boarding/School House, Head of Thorold House and a tennis coach. Chris Rae, former Head of Senior School – and a former student of Stuart's – wrote a 'Where are they now' article about Stuart in the November 2013 edition of *Magenta and Black* and the snippet below from that interview is a fitting tribute to Stuart 'Daffa' Cripps who always enjoyed retelling this story: 'With a grin, one of the first things Stuart mentioned was the origin of his nickname. Having been incorrectly introduced at his first school assembly as Mr Stuart Crisp, at the conclusion as staff proceeded out, he heard students muttering 'Daffa Crisp'. At the time it was the name of a popular brand of potato chip. The name became part of student vocabulary, used over the years with respect and affection.'

Stuart passed away on 24 February 2022 and is survived by his much-loved extended family.

Thomas (Tom) William Vincent (1938–2022)

T W Vincent (no. 3703) attended Hutchins 1943–1954 and was the son of lifelong friends of the School, Ray ('27) and Peggy. Tom is pictured in the 1946 centenary photographs 'sons of Old Boys' and 'grand and great grandsons of Old Boys' and represented the School in the rowing third crew as stroke in 1954.

Tom left school at the end of Year 10 for an apprenticeship with the Hydro. His lifelong employment with the Hydro (38 years) took him to the Moonah workshops, on exchange to Castlemaine in Victoria and then to Poatina. He returned to Hobart after the disastrous bushfires of 1967 and remained working in various substations in the district for the rest of his working life.

He married Anne (Dunbabin) in 1970 and had two children, Michael and Elizabeth. He and Anne were keen travellers. Like his father Ray before him, he served on the Hutchins School Old Boys' Association Committee with distinction and was awarded Life Membership for his enormous contribution. In addition to his Hutchins interests, Tom was a Server at St David's Cathedral for most of his life, treasurer for the Top of the World swimming club, Friends of Vellore and Florence Nightingale and a deliverer of books for the Tasmanian Library.

Tom passed on 6 March 2022 and is survived by his children and grandchildren.

We sincerely thank Tom's children, Michael and Elizabeth, as well as David Brammall ('56) for their contribution to this piece.



T W Vincent, c1954

2022 calendar events

Term 3 events

- Term 3 commences for students – Tue 26 July
- HSOBA 2017 Leavers Reunion – Fri 29 July
- HSOBA School Reunion Dinner – Sat 6 August
- School of Rock Musical – Wed 10–Sat 13 August
- HSOBA Launceston Reunion – Fri 26 August
- HSOBA Over 80s Event – Tue 30 August
- HSOBA Brisbane Reunion – Wed 7 September
- HSOBA Gold Coast Reunion – Thu 8 September
- Hutchins Dance Showcase – Tue 13 September
- Open Day – Wed 14 September
- Senior School Music Evening – Thu 15 September
- HSOBA Sydney Reunion – Thu 15 September
- ELC Grandparents' Day – Wed 21 September
- Prefects AFL Grand Final Breakfast – Fri 23 September
- Junior School Grandparents' Day – Thu 29 September
- Term 3 concludes – Fri 30 September

Term 4 events

- Term 4 commences for Middle and Senior School students – Mon 17 October
- Term 4 commences for Junior School students – Tue 18 October
- HSOBA Golf Day – Fri 28 October
- Hutchins Rowing GALA Evening – Sat 29 October
- HSOBA Hobart Catch up – Fri 4 November
- Junior School Music Showcase – Thu 24 November
- ELC End of Year Celebration – Wed 30 November
- Year 12 Last Day Events – Fri 2 December
- Year 12 Leavers Dinner – Fri 2 December
- Middle and Senior School Speech Night – Wed 7 December
- Junior School Speech Night – Thu 8 December
- Term 4 concludes – Tue 13 December
- HSOBA Ray Vincent Lunch – Wed 14 December

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If you would like to subscribe or need to update your details please contact our Community Relations Team on (03) 6221 4224 or communique@hutchins.tas.edu.au

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

THE HUTCHINS SCHOOL

71 Nelson Road, Sandy Bay
Tasmania 7005 Australia
T (03) 6221 4200
info@hutchins.tas.edu.au
www.hutchins.tas.edu.au

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