



MAGENTA & BLACK

THE HUTCHINS
SCHOOL MAGAZINE
Nº 118 – 2024

*Learning
Together*

Welcome to our 2024 edition

Nº 118 – 2024

Editing and production

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With special thanks to

Joshua Lamont, Mrs Jacquie Coad
and the many staff for providing
so many fantastic images. Mrs Ali
Rhodes for proofreading and to
all students, staff and alumni who
shared their stories.

Cover Pre-Kindergarten students
playing on the canopy net in
the classroom

Artwork (detail) *Coming Together*,
Bianca Templar, 2022

The Hutchins School is committed to active Reconciliation. Our Vision is to journey, learn and dream together; to broaden our knowledge and respect for the world's oldest living culture; to provide opportunities for Aboriginal Peoples, voices, world views, identity, knowledge and culture to be more visible, heard, respected and honoured throughout our school. We recognise that we have much to learn from the knowledge, practices and perspectives of Tasmanian Aboriginal Peoples.

Our Vision for Reconciliation is one that embraces us all, both Aboriginal and non-Aboriginal and embodies the values of humility, kindness, courage and respect.

The Hutchins School will actively challenge itself in meeting this Vision for Reconciliation. As a whole-of-school responsibility, this Vision will be reflected in our leadership and decision-making, and we will be held accountable for this Vision's practical realisation.

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A supportive community

DR ROB MCEWAN Principal



From the
Principal

Year 12 results at The Hutchins School have been trending upwards. Notably, the five highest median ATARs (Australian Tertiary Admission Rank) achieved by Hutchins' students since the introduction of the ATAR in 2006 have occurred over the past seven years. The highest median ATAR of 90.6 in 2022 saw 50% of our Year 12 cohort achieve an ATAR in the top 9.4% of Tasmania. These strong and continually improving results have been achieved at a time when Tasmanian educational outcomes have languished at the bottom of national results across all year levels in most, if not all, domains.



Grandparents' Day
in the Junior School

The magnitude of the educational challenges in Tasmania and the urgency for action has seen the Tasmanian Government commission an independent review of the state's education system. This independent review comes at a time when the number of Tasmanian students completing the Tasmanian Certificate of Education (TCE) sits at an alarmingly low rate of 53% compared to the national average of 76%. At The Hutchins School, the percentage of Year 12 students attaining a TCE in 2023 was 96%.

Calls for increased funding, the recent state government mandate for structured literacy as part of the Minimum Schooling Guarantee, staff professional learning, teacher workload management, student and staff wellbeing initiatives, to name a few, are all important, but in isolation have not been able to address concerning low student outcomes.

The question that needs answering is: What do the best schools, whether serving communities of economic advantage or disadvantage, have in common?

In their book, *Building an Intentional School Culture: Excellence in Academics and Character*, Elbot and Fulton (2008) emphasise the importance of a strong culture and its impact on both student learning outcomes and character development. School culture is defined as the set of norms, values and rituals that influence how students, staff and the community interact and work together.



With dedicated teachers working hard across all schools in Tasmania, together with Tasmania having smaller class sizes than the national average, and higher government funding per student than any other state or territory except the Northern Territory, the solution appears far more complex than any one single aspect of schooling.

'Welcome wall' artwork by
Pre-Kindergarten students in
the Junior School



Sebastian Archer (Year 10)
and Lucas Dooley (Year 10)
with family members at Senior
School Grandparents' Day



Pre-Kindergarten/Kindergarten
and Year 6 Buddy Program



Luke Grubb (Year 8) with
his family at Middle School
Grandparents' Day

Without a positive school culture, one that unifies staff, students and families around a common vision, values, and commitment to improvement, well-intentioned efforts focussed on improving one or a few aspects of schooling are unlikely to be successful.

At Hutchins, we benefit greatly from a supportive and highly engaged parent/carer community that reinforces the importance of a holistic education. The benefits of positive family-school partnerships include improved educational outcomes, enhanced student engagement and increased social skills.

Parents and carers who actively participate in their children's education, such as helping with homework, attending information nights and Family Teacher Conferences, asking their children about their experience at school, volunteering at school events, attending music, dance and drama performances, or standing on the side of sporting fields, including travelling four hours to Lake Barrington in the rowing season, reinforces the importance of school in their lives. It signals to children that their education is a priority, making the students more likely to internalise similar values.

On behalf of our staff, I thank our parent and carer community for their strong, ongoing support and engagement over the past semester. Much of what we do at Hutchins would not be possible without the generous support and encouragement parents/carers give to the School and their children. When parents/carers and community members are engaged in education, students receive consistent messages about the value of learning and feel supported both at school and at home. 🌟

Igniting positive change, one spark at a time

LACHLAN BROWNE School Captain

Everyone has the potential to inspire someone else, no matter who you are or where you come from. Your unique, individual spark can make more difference than you could ever imagine.



Year 12 students promoting The Push-Up Challenge, fundraising for Lifeline Tasmania



Year 12 students launching The Push-Up Challenge

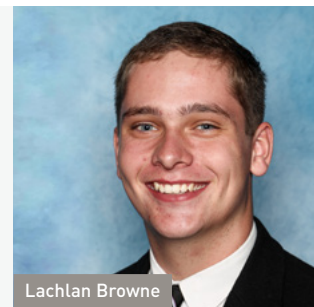
These were the thoughts of our Prefect body as we grappled with the infinite possibilities of a school theme for 2024. Together, we decided that we all resonated with a particular phrase, 'Be the Spark'.

Being the spark can mean something different to everyone, but to me it means that our actions, no matter how small, can change the trajectory of someone's life.

My first true 'spark' that I experienced was in Kindergarten, when I was taken up to the tree outside Senior School Reception to have some photos taken with a Year 11 student. I remember looking at this student, seeing how mature, poised, kind, and empathetic he was towards me and I thought "I want to be like that one day." And, ever since then, I've had that memory to guide me through my life.

Our chosen charity for this year is Make-A-Wish, an organisation that thrives on 'being the spark' to countless children who are suffering from illness. In fact, the services and 'sparks' that they provide are often lifesaving. We have many events lined up for Make-A-Wish in Term 3, including our upcoming Quiz Night and the classic Run-a-thon.

We have already seen much success at the School this year. My personal highlight must be our collaboration with St Michael's Collegiate and Fahan School in The Push-Up Challenge, where we collectively raised over \$19,000 and completed over 720,000 push-ups to raise funds and awareness for mental health.



Lachlan Browne

From the
School Captain

(below) Oliver Geale (Year 11) and Lachlan Browne (Kindergarten) chatting outside Senior School Reception, 2011



This year, students have been incorporating the idea of 'Be the Spark' into our everyday lives. When I walk down the halls of the School, I see so many moments and interactions that contain so many tiny sparks that will leave positive impressions for years to come. I believe that we are all truly working towards a community where we recognise that our actions have such a profound impact on others, and we have starting using these actions to make positive change. I am so proud of my peers for everything we've done so far, and I can't wait to see the sparks which are yet to ignite. ✨

Building strong foundations

MS CATH HOGAN Head of Teaching and Learning, Pre-Kindergarten to Year 5



Ms Cath Hogan

The importance of structured literacy in our Junior School

In primary school, where young minds are eager to learn, structured literacy is a crucial foundation. As educators and parents/carers, we shape the literacy skills of our young learners. Understanding the importance of structured literacy is essential for their growth and lifelong learning.

‘Very few activities captivate children of all ages like a well told story.’

Structured literacy goes beyond teaching children to read and write, it provides the tools needed to master language. It focuses on explicit and systematic instruction in phonology, phonics, morphology, syntax, semantics and pragmatics. Each part is a building block, forming a strong framework for literacy skills.

- **Phonology** focuses on the sounds of language, helping children recognise and manipulate phonemes.
- **Phonics** teaches the relationship between sounds and letters, enabling children to decode words accurately and fluently.
- **Morphology** explores the structure of words, including prefixes, suffixes, roots and affixes, enhancing vocabulary and helping students understand new words.
- **Syntax** covers the rules of sentence structure, helping students construct clear sentences and express their thoughts.
- **Semantics** involves understanding word meanings, figurative language and context clues, which aids in comprehension.
- **Pragmatics** teaches the social use of language, helping children use language appropriately in different situations.

Together, these components create a comprehensive literacy instruction approach, giving students the confidence to build their reading and writing skills. Structured literacy helps students become proficient readers, effective communicators, and lifelong learners.

At Hutchins, we are continually improving our classroom literacy efforts to boost literacy outcomes and cultivate a strong reading culture across our community. 📖



Literacy

Literacy

Enhancing Positive Behaviour Support



Ms Claire Taylor

Observing teachers discussed how to overcome challenges in implementing PBS consistently across the different sub schools.

MS CLAIRE TAYLOR

Head of Teaching and Learning,
Years 6-12

During Term 2, Hutchins embarked on a professional development practice known as Instructional Rounds. This initiative, aimed to investigate the extent to which Positive Behaviour Support (PBS), is used to support learning across the School.

The Instructional Rounds involved 30 staff members from Hutchins, along with several colleagues from St Michael's Collegiate School, working collaboratively to understand and improve our educational practices.

What are Instructional Rounds?

Instructional Rounds are an approach adapted from the medical field, where doctors observe each other's practices to enhance patient care. In schools, this method involves teachers observing their peers to gather data with a view to improving instructional techniques and student outcomes. The process is non-evaluative and focuses on collective learning and development.

Our focus

The focus of our rounds was the problem of practice, "To what extent is Positive Behaviour Support used to support learners at Hutchins?" PBS is a proactive approach that aims to create a positive school climate and reduce behavioral issues, thereby enhancing the learning environment for all students.

The process and findings

Teachers and school leaders formed observation teams and visited classrooms. They collected data on how PBS strategies were being implemented and their impact on student learning. Key PBS strategies include setting clear expectations, teaching appropriate behaviors, and acknowledging positive student actions.

Following classroom observations, the teams gathered to discuss their findings. The debriefing sessions highlighted areas where PBS was effectively supporting learning and identified opportunities for further development.

Looking ahead

Moving forward, the insights gained from observations will inform our ongoing efforts to create a supportive and positive learning environment for all students. We are currently undertaking our first shared action; development of a school-wide matrix of essential behavior agreements, linked to our school values of humility, kindness, courage and respect.

The Instructional Rounds at Hutchins have proved to be an effective tool for collaborative professional learning. By focusing on Positive Behaviour Support, our teachers are better equipped to foster an environment where all students can thrive, both academically and socially. 🌟



Instructional Rounds

This year our Year 12 Prefects have chosen the theme or motto, 'Be the Spark'. This idea grew from conversations around what they wished to contribute to our community to make a positive difference. This work started at our inaugural Prefect's Retreat during the summer break. Overwhelmingly, the group felt that supporting students' mental health and wellbeing was important and they felt that through their actions they would promote being the positive influence for others. They felt as leaders, they should be the ones who provide inspiration, encouragement, support and enthusiasm to allow others to be their best.



Mr Ken Kingston

Being 'the Spark'

MR KEN KINGSTON ('87) Deputy Principal/Head of Senior School



Mr Ken Kingston, Dr Adam James, Dr Rob McEwan and the 2024 Prefects

It didn't take our students long to start putting their plan into action. Each of our Prefects deliver a Keynote Address at assembly based on their theme. These are often deeply personal stories of times when others have provided a spark for them. These keynotes have resonated deeply with the student cohort. They have provided inspirational stories showing how important it is to have resilience, seek support and find internal motivation in times of challenge.

The Prefect group have backed this up with the introduction of the Spark Board in each House, where students can nominate each other, or staff, for being 'the spark'. It has been amazing to see students recognising each other, showing gratitude for the positive difference we can make in the lives of others, sometimes in the smallest ways. Each week new students are added to a growing list of superstars making a positive impact in our community.



With the overall objective of supporting student wellbeing, our whole school celebrated SPEAK UP! Stay ChatTY Shorts Day. This event was led by our student Wellbeing Committee. This was an opportunity for students to swap out their Hutchins shorts to wear unique (non-school) shorts on the shortest day of the year. While braving the cold, students also raised awareness of braving the important conversations for boys' mental health. In the context of being the spark, this event was a reminder to all our students that sometimes asking for help provides the spark to a better path forward.

We followed Shorts Day with The Push-Up Challenge. Hutchins Senior School students were joined by St Michael's Collegiate and Fahan School to promote our commitment to suicide awareness and mental health promotion. I am extremely proud of this student-led initiative. Lachlan Browne (Year 12), our School Captain, was an outstanding ambassador and received national recognition for his work. Nationally, our community was ranked first for number of push-ups out of all schools and third for fundraising.

This year's students have provided 'the spark' for us all at every opportunity and they will leave a legacy of compassion, commitment and inspiration to make a positive difference. 🌟



The Push Up Challenge

Community connections

MRS FIONA MORONEY Head of Middle School

Connections to community are essential for fostering a sense of belonging, providing support, facilitating social interactions, empowering individuals, promoting health and wellbeing and preserving culture. Middle School connections play an important part in developing character at a crucial stage of adolescence.



Pre-Kindergarten/
Kindergarten and Year 6
buddies at Cross Country

Our community works together to create a place where individuals feel accepted, valued and understood, which contributes to improved overall wellbeing which is tracked through the Wellbeing PULSE App. Being part of the Middle School community helps our students begin to understand who they are and provides opportunities for shared values, traditions and cultural practices.

Pastoral care and connections between staff and students nurtures relationships and provides an environment where students feel valued and entrusted to succeed. These connections extend outside the classroom through involvement in co-curricular activities, excursions and camps.

Outdoor Education experiences in Middle School build connections to nature, relationships with others and allows for self-reflection through challenging opportunities to foster personal growth.

This includes the recent Year 6 trip to Canberra for Civics and Citizenship, the Year 7 Camps at Southport and the Year 8 Camps at Freycinet National Park. These experiences also promote resilience and independence which challenges personal growth and follows the continuation of our Rites of Passage Program.



Fraser Parsons and Joe
Crawford (both Year 8) in the
Middle School kitchen



Mrs Fiona Moroney

Social interactions offer opportunities for socialising, building friendships and positive feelings. Our Pre-Kindergarten/ Kindergarten and Year 6 Buddy program highlights leadership, relationships and connections across the School with students engaging in one-on-one and small group activities such as reading stories, playing games, building Lego, helping-out at Cross Country and walking the younger students to the Pre-Kindergarten to Year 12 Anzac Assembly. The Year 8 and Year 11 Buddy Program fosters relationships in preparation for a seamless transition to Senior School.

Middle School Service is important in building connections within and outside of the School community. Students continue to serve the community by cooking soup for those less fortunate through the Loaves and Fishes program and participating in regular visits to Queenborough Rise Aged Care, socialising with residents. Getting involved in community events such as The Push-Up Challenge and SPEAK UP! Stay ChatTY Shorts Day are also valuable experiences to connect with external organisations to develop a sense of purpose.



Year 8 Camp building
a sense of connection



Furthermore, Middle School students support a Ugandan student orphaned as a child and now living in a Watoto Village. Through these service initiatives, students are making a difference and are empowered to make a positive impact in the world around them as they learn the importance of empathy, compassion and global citizenship.

Through Round Square and in Term 2, two Middle School students travelled to Munich for an International Conference on Democracy. Our Round Square membership also provides digital connection opportunities through online platforms, virtual classrooms and digital resources, enabling students to connect with peers and experts from around the globe with Round Square Postcards. These experiences broaden one's perspective, fosters cultural understanding, and prepares our students for the challenges of the 21st century. 🌍



(left, above) Year 6 buddy
reading Lachlan Prior
(Year 6) and Gideon Salter
(Kindergarten)

(left) Year 8 and Year 11 buddies

MR STEPHEN COVENTRY Head of Junior School

In today's fast-paced world, our school recognises three fundamental pillars for holistic child development of play, social connections and personalised learning. These elements are not just supplementary activities, but essential components in nurturing well-adjusted, capable learners.

Renowned social psychologist, Jonathan Haidt, emphasises the crucial role of play in child development. Through play, children develop vital skills such as social interaction, emotional management, creative problem-solving, resilience and physical co-ordination. We have observed that students who engage in regular play, tend to be more focused during lessons, display better teamwork and show improved problem-solving abilities.

This year, we have enhanced play opportunities across the Junior School. Our new bush area, with wooden structures and a yarning circle, provides a natural setting for free play and outdoor learning.



Mr Stephen Coventry

Loose parts play areas have also been introduced in our Kindergarten and early learning spaces, carefully curated to build character, self-awareness and social skills.

Our commitment to play extends to various activities, from our co-curricular program to excursions, such as Lambert Park experiences and visits to the Royal Tasmanian Botanical Gardens.

The power of play, connection, and personalised learning

Building strong foundations in the Junior School

Sean Chalivongpatana and Tom Rayner (both Year 3) in the Junior School Bush Playground

These diverse opportunities allow students to learn through exploration and hands-on experiences.

Equally important are the connections we foster within our community. Our buddy programs with St Michael's Collegiate and Fahan School and community events, like the Welcome BBQ and Lantern Walk strengthen bonds between families, students and educators.

Building upon these foundations, we've embraced the principles of personalised learning, aligning with the Learn360 approach. This focus recognises that each child is unique, with individual strengths, learning dispositions, and engagement levels.

By tailoring the learning environment and tasks to each student's specific needs, we empower them to develop a deeper understanding of their own capabilities.

In practice, this means our educators closely observe and adapt to each student's progress. For instance, in our bush area, some students might be encouraged to take on leadership roles in group activities, while others are gently supported to step out of their comfort zone. During our co-curricular activities, educators adjust their teaching methods to suit each child's confidence level and physical abilities.



Archie Imberger (Year 3) playing in the Stephens Library



Pre-Kindergarten students playing at the Royal Tasmanian Botanical Gardens

This personalised approach extends to our classrooms, where we use flexible learning spaces and varied teaching strategies to cater to different learning styles. We encourage students to reflect on their learning journey, helping them recognise their strengths and areas for growth.

By combining the power of play, strong social connections and personalised learning, we're creating an educational environment where each child can thrive. Students are not just acquiring knowledge; they're developing a deep understanding of themselves as learners, building resilience and fostering a love for lifelong learning.

As educators and parents/ carers, we can support this holistic approach by providing safe spaces for free play, encouraging outdoor activities and engaging in our children's learning journeys. By embracing these principles, we're not just allowing our children to have fun or achieve academically – we're investing in their future success, wellbeing and ability to navigate an ever-changing world.

At Hutchins, we're committed to this balanced, personalised educational experience. Together, we're building a foundation for lifelong learning, resilience and happiness in our students, preparing them to become confident, capable individuals ready to face the challenges of tomorrow. 🌱



Students at the Pre-Kindergarten and Kindergarten Lantern Walk

Buckland House

MR MATTHEW SAYERS Head of House – Buckland

In the very first week of the year, Buckland House students and staff were introduced to the House theme for 2024 – Be Better.

The key intent of that simple phrase was to help remind us all, that no matter where we are in our journey, each day could provide us the opportunity to be a better version of ourselves. Admittedly, it has been exciting to see so many take that directive on, making the most of the opportunities that present themselves daily.

On that basis, a highlight for the semester was the highly successful Mother's Day Breakfast, an event which served as a key fundraiser for the S.H.E. Gynaecological Cancer Group, emphasising Buckland's ongoing commitment to women's health and empowerment. In attendance were Christine Finnegan, CEO of the Tasmania JackJumpers and Scott Harris, Chief Executive of the Beacon Foundation.



Their presence enriched the event, where they fielded questions on critical topics like gynaecological cancer support, women's issues and the unifying power of community involvement. It was pleasing to see Student Leaders helping organise an event which gave special attention to important societal matters, while fostering meaningful dialogue and community engagement.

Indeed, it was another reminder of how we can all, in one way or another, "Be Better". 🌸

School House

MR MARTIN CHAMBERS Head of House – School

School House have again been very active with community service and social activities in 2024.

The Pasta Drive was our focus in Term 1 where we collected pasta to donate to the emergency food relief organisation, Loaves and Fishes.

This year, the School House Student Executive decided to donate clothes to Vinnies in support of their Winter Appeal. Following this decision and late in Term 2, we launched the Winter Clothes Appeal with a combined Years 6–12 House chapel service, including a guest speaker, Vinnies Youth Team Leader, Elle Bate. In her address, Ms Bate emphasised the need for warm winter clothes and provided more details on the services that St Vincent de Paul Society provides within our community.

Many students were already aware of the Vinnies Van through their support in the Power of 9 project, but listened with interest, hearing more about the care and 'hand up' that this charity provides to people in need.

The House social this year was held at our sister school, St Michael's Collegiate, during the last week of Term 2 with several activities organised including live music and a quiz. Pizza was shared by all on what was a very enjoyable night! 🍕



Stephens House

MRS GIOVANNA PADAS Head of House – Stephens

Stephens House embraces the importance of wellbeing and camaraderie. With a range of diverse activities and events, we strive to foster an engaging and inclusive social environment that promotes both physical and mental health, spirituality, connection and service.

In light of the fact that a team is a group 'that achieves more together', Stephens Year 12 Leaders have also reinvigorated the intra-House (mentor v mentor) tournament to reinforce this idea of collaboration. These leaders plan and run a diverse range of fun, social (physical and mental) challenges that involve all members of the House, striving for the top spot on the leader board to win the ultimate 'Leading Light' trophy at year's end.

The fundraising efforts of Stephens House have been significant and illustrate some of the House traits and values that we seek to nurture, such as teamwork, making a positive difference and helping out whenever and however we can. Under the supervision of House Captain, Gus Wilkie, House Vice-Captain Lachlan Sheen and House Prefect Jed Palser (all Year 12), our Feelgood Friday Breakfast Barbecues continue to be a great hit for the whole school community, raising funds for our chosen charity, SPEAK UP! Stay ChatTY.

Events like House Music, House Drama, Cross Country and the Summer and Winter Sports Days are further opportunities for members of Stephens to strengthen connections and foster their sense of belonging. 🍷

Thorold House

MS LAUREN CARR Head of House – Thorold

Thorold House members have yet again begun the School year strongly showing all of those around them why our House spirit and community is one people want to be a part of.

Through a range of events across our inter-House calendar, as well as our internal Stag Shield, the students of Thorold have come together to show why our House spirit and connection is truly rivalled.

Under the guidance of the Thorold Year 12 Leadership team, we have taken a team approach to all our activities in 2024, including our ongoing support for Lifeline Tasmania. Our focus, in addition to raising money for Lifeline this year, is to give back in the form of service.

Whilst fundraising is integral in supporting these services, giving back through volunteering our time and resources is where we can truly learn the importance and value of these incredible charities and what they bring to our greater community.

I am truly grateful for each and every member of Thorold House and our wonderful staff for their ongoing support and commitment in helping create the culture of the House. I look forward to the remainder of the 2024 journey together and where it takes us. 🍷

(below) Jack Wilson (Year 12), Jude Butler (Year 12), Ethan Taskofski (Year 9), Austin Douglas (Year 12), Joseph Mione (Year 12), Jonathan McCallum (Year 9) and Reuben Cousins (Year 12) came away as victors in the annual House Drama competition with their improvisation about 'Secrets'



2024 sport snapshot

MR JASON BERRY Director of Sport

Over this Semester, Hutchins students have represented their House and the School with determination, passion and pride, whilst exemplifying the School values of kindness, humility, courage and respect.

In 2024 we have witnessed an exponential rise in students opting to enter in more than one sport per term, with numbers rising in traditional sports such as Australian Rules Football, basketball, soccer, rowing and cricket. Fortunately, this trend has been evident in several other schools across Tasmania, leading to more robust competitions around the state.

Hutchins students and teams have again performed extremely well across many competitions, and it is pleasing to share a small sample of these results.

Tennis

The Hutchins First IV successfully retained the SATIS State Championship. The team, consisting of George Goddard (Year 9), William Bird (Year 11), George Anderson, Lachlan Browne and Jack Akl (all Year 12) travelled to Burnie to play against Marist Regional College. The team won the final 5-1, making it 5 consecutive State Championships for those senior members. The win also topped off a fantastic final year for Co-Captain, George Anderson, who also won the Tasmanian State Boys Pardey Shield.

Sailing

Hutchins sailors performed exceptionally in the Secondary Schools Team Racing Championships in April. At the end of a weekend of competition, it was an all-Hutchins Grand Final with Hutchins Black taking the honours from Hutchins Magenta (2-1). Both teams have been selected to represent Tasmania at the Nationals at Goolwa, South Australia in July!

Rowing

We are continually impressed with the hard work and commitment from students, staff, coaches and volunteers involved in the Hutchins Rowing program.

After a highly successful statewide competition, culminating in U16 and Open Head of the River victories, both groups were selected to represent Hutchins at a national level. In a remarkable result, the First Eight won the U19 Men's Final at the Australian Rowing Championships in Sydney. Further information on this outstanding achievement can be found on page 18 in this edition of *Magenta and Black*.

Hockey

The Hutchins First XI hockey team topped off an outstanding, undefeated SSATIS season with victory in the final against The Friends' School. In an enthralling match, Hutchins trailed by 2 goals to 1 as the minutes ticked away in the second half. Sensing the game was slipping away, Captain, Oscar Sproule (Year 12), took the game into

his own hands, scoring his second and third goals of the game, the final goal scored with less than two minutes on the clock. The team are now awaiting the State Final against northern winners, Marist Regional College.

Congratulations to Oscar as well as Sam Meikle, Harley Wilkie (both Year 12) and Gabe Harkness (Year 11) who have been selected to represent Tasmania in the National Championships in Queensland.

Cricket

In what was widely seen as a rebuilding year, the young Hutchins First XI cricket team won the right to host St Patrick's College for the SATIS Cricket State Final after an almost flawless home and away season. After taking a small first innings lead into the second day of the final, Hutchins fought hard but failed to break a strong partnership and were unable to claw back the lead in a very memorable final.

Futsal

We were pleased to expand our sporting options for our Junior and Middle School students to include participation in the School Futsal Titles. In a wonderful sign for the future of the sport at the School, Hutchins teams were successful in winning the Years 3, 5, 6 and 7 championships, whilst also qualifying for semi-finals in both Years 4 and 8.

A large contingent of Hutchins students have since been selected to represent Tasmania in the National Championships in Brisbane. 🏆



SATIS Tennis Final



Sailing



First Eight rowers at
Head of the River 2024



Futsal



SATIS Athletics team



SSATIS Cross Country team



Futsal



JSSATIS Cross Country team



Hutchins State Cricket Final 2024

MRS REBECCA TERRY Teacher-in-Charge – Rowing Regattas

Hutchins has a proud history in rowing at both the national and international level. This year in March, 20 of our senior rowers along with Mr Paul Westbury, Director of Rowing, Mark Stott (First Eight coach), Justin West ('92) (U16 coach) and Mrs Rebecca Terry travelled to the Australian Rowing Championships, held at the Sydney International Regatta Centre in Penrith, NSW. Purpose built for the sport, the facilities are state-of-the-art, it was an incredible experience for our rowers.

National success on the water

Our rowers unquestionably earned the opportunity to participate in this championship, with their commitment to training during this season and the level at which they have been competing at. Our U16 Eight were undefeated throughout the season, won their Head of the River event the week before travelling and had been competing against the clock since December 2023 to achieve a nationally competitive time. Our First Eight had a remarkable season, winning the Tasmanian State Championships at the U19, U21 and U23 levels, as well as winning the Head of the River.

In Penrith, our crews performed incredibly well. The First Eight entered the Schoolboys Eight and U19 Eight events. The U16 Eight competed in the U17 Eight event. To qualify for finals, crews must progress through heats. Hutchins competed fiercely and with some nail-biting finishes, qualifying for 'A' finals in all events, including a gold medal in the U19 Eight!

Over the years, Hutchins has celebrated some great results at the Australian National Championships, winning gold medals in fours, doubles, singles and para events, but gold medals in Eights are particularly special. Hutchins won the Schoolboys Eight in 1964 and 1966. The Men's Junior Eight won gold in 2000 and the U19 Eight also won gold in 2011. Our performance in Penrith this year was certainly up there with the great performances of our school on the national stage.

Experience at an event at this level was invaluable for our students. The life lessons learned will benefit all who attended. Such high-level success reflects the hard work put in over the years by all our coaches and rowing community, including parents/carers.

Thank you to Lance Morrisby ('68) for researching the history of the School's participation at this national event. 🏆



The gold medal winning U19 Eight (L-R) Angus Whatling (cox), Henry Pitt, Sam Meikle, Oliver Hart, Charles Leesong (all Year 12), Hugo Wilkins (Year 11), James Moy (Year 12), Brodie Wills, Joshua Fielding (both Year 11)

Image courtesy Perfect Balance Rowing

Connections through experiences

MRS CAITLYN TULK

Power of 9 Co-ordinator

Throughout Semester One, the Power of 9 program continued to undergo an exciting rejuvenation. We built on familiar past experiences and have reimaged how our Challenge terms can create even more positive outcomes for our students.

Port Davey Challenge

The Port Davey Challenge expedition experienced some particularly exciting new changes. Students took on the many wild challenges of bushwalking along the spectacular South Coast Track for seven days. The two groups experienced the full range of southwest Tasmanian conditions of torrential downpours, baking heat, incredibly powerful gale-force winds and stunning calm days, which only added to the experience.

This year sea-kayaking was introduced to the expedition providing students with the opportunity to explore and journey through the unique natural landscapes in and around Melaleuca, Bathurst Harbour and Port Davey.

The remoteness of the rugged southwest and the variable weather helped to create an experience of adventure, challenge and beauty.

Walking the South Coast Track and sea-kayaking Port Davey are both incredible standalone journeys that many people travel from far and wide to undertake. For students to have an opportunity to combine both, is a truly unique and incredible experience.

Global Challenge

As a staff, we have also focused on ways that we could deliver an even better Global Challenge. As travel restrictions have eased and confidence in travel has returned, we reunited with Destination Dreaming, our Global Challenge partners since 2019 and in June, returned to Fiji.

The reconnection of Hutchins (students and staff) in the Fijian villages of Nasivikoso and Draiba was one of smiles, sharing, laughter, care and an interconnectedness that cannot be taken for granted. It was a soul filling experience to spend time sharing our language and culture with the Fijian people.

During our time in Fiji, we were reminded of the importance of family, human connection and our purpose and roles in our life and communities. Our Fijian experience provided time and space to reset and reassess what is important to us.

Students hiking the foothills of the Ironbound Range, Port Davey Challenge

Port Davey Challenge



Fiji Challenge, students v locals soccer match



Explore a small selection of images from the many diverse happenings around the School over recent months. Thank you to the many community members who share images with us throughout the year.







Learning beyond borders

MR ERIK MARR Global Learning Co-ordinator

**Promoting international
engagement and
global mindedness**

As a Round Square school, we believe in the power of international engagement and the transformative impact it can have on our students far beyond the classroom walls. In 2024, we are excited to see an unprecedented level of international engagement, with many students across the School participating in various global learning experiences.

With our strengthened partnerships with institutions in Asia and the Pacific, Europe and North America, over 50 students have taken part in offshore experiences this year. Our students engage deeply with peers from Hong Kong, Japan, Fiji, India, Italy, Germany, and the USA, creating lasting friendships and enriching their global perspectives.

One significant milestone of these experiences was our inaugural Round Square Student Conference in Munich, Germany. The Hutchins delegation, consisting of eight students from Years 8 and 9, started the conference hiking in the snowy Alps and exploring iconic attractions including the Neuschwanstein Castle, BMW Museum and Bayern Munich's home ground.

During the conference, students heard from inspiring guest speakers including Tom Sparrow, an International Correspondent currently working in Germany and Nick Hope, a 100-year-old survivor of the Dachau concentration camp.

Our students collaborated in workshops with fellow delegates from Germany, the USA, Ecuador, Peru, India, South Africa, Romania and Australia. It was a highly engaging and thought-provoking international experience addressing some important aspects of the Round Square IDEALS (International understanding, Democracy, Environmental stewardship, Adventure, Leadership, Service).

Our involvement in the Model United Nations (MUN) has been another highlight of the year. Nine students from Years 10–12 representing Hutchins travelled to our Round Square partner St Paul's Co-Educational College in Hong Kong, marking our first international MUN trip in many years.

MUN simulates the United Nations and other international bodies, allowing student delegates to take on roles such as diplomats, ambassadors, journalists, NGO agents, renowned experts and government ministers. Our students collaborated with top-performing peers from schools in the region, immersed themselves in the amazing local culture and experienced a slice of life in one of the world's busiest metropolises. Two of our Year 12 students also won the Most Outstanding Delegate and Best Speaker Awards for the EU!

In the STEM space, a small group of Year 10 scientists attended the International Student Science Conference at the Doon School, a preeminent Round Square school in India. The theme for the conference was 'Breaking Boundaries: Global Collaboration in Science and Technology,' featuring stimulating hands-on activities to complement the theoretical knowledge gained from conference presentations.

Working alongside fellow students from India, Italy, Hong Kong, Taiwan and Australia, our young scientists took on a wide range of STEM challenges, as well as teambuilding and intercultural activities that went beyond the academic focus of the trip.

Where travelling is not required, many students have been actively involved in international programs on our home ground, including intercultural incursions, interactions with visiting exchange students and intercultural sports. These activities broadened their horizons and fostered a deeper appreciation of how things work in different cultures and social contexts.

Some of these activities include:

- Middle and Senior School students hosted visiting students from Hobart's sister city, Yaizu.
- Years 5–6 students attended the Round Square Student Conference at Scotch Oakburn College, themed around sustainability and global thinking.
- Middle School students hosted a study tour group from Thailand.
- AFS online exchange program focused on STEM, sustainability and social impact, facilitated by the University of Pennsylvania for secondary students around the world.



Round Square Conference in Munich



MUN delegation in Hong Kong



Student exchange with Foscari, Venice

- Intercultural soccer exchange program fostering inter-cultural communication through sports.
- The Student Community Committee actively involved in the Rotary International Interact Club – an initiative focused on international service.

These 'uniquely Hutchins' experiences have equipped our students with resilience, kindness, strength, humility and courage, while nurturing a global mindset. As we look beyond our island state, we are preparing ourselves to thrive in increasingly interconnected communities, fostering a stronger sense of global citizenship and showing a commitment to making a positive impact on each other and the world we live in. 🌍

Spotlight on the Arts

MRS MICHELLE WEEDING Head of Faculty – Visual and Performing Arts

Drama, art, media, technical theatre and dance continue to flourish at The Hutchins School, with so many performance opportunities for students. At the end of Semester One, we have already achieved so much, including but not limited to, the following events:

Year 12 Theatre Performance

The Year 12 Theatre Performance class presented 'The Greek Mythology Olympiaganza' by Don Zolidis in early April, under the direction of Miss Mikaela Campbell. The show consisted of two battling narrators who attempted to cover the entirety of Greek mythology in a one-hour show. This high energy performance showcased the students in a variety of melodramatic character roles, involving a cast of Hutchins and Fahan School students with audience participation and general theatrical slapstick and comedic elements. Under the guidance of Mr Storm Ellis, the Technical Theatre class constructed a stunning Greek Theatre for them to perform in, along with fantastic lighting, sound effects and music to add to the overall hilarious mood and atmosphere of the play.

Year 11 Drama

The Year 11 Drama class worked hard throughout Term 1 to present 'The 39 Steps Even More Abridged', adapted by Patrick Barlow from the novel by John Buchan and the movie by Alfred Hitchcock, in May. Following the classic spy novel tropes, Richard Hannay decides on a carefree evening at the theatre. But before the night is over, he has a dead woman in his apartment and a mystery to solve. What are the 39 Steps? To answer that and to clear his name, he must head north to Scotland, foil dastardly foreign agents, elude the police and win over a pretty girl. The class had fun performing to sold out audiences.

House Drama

This year saw another revamp of the competition. Each House presented their plays to the Senior School in the Auditorium. The theme was 'secrets' and Thorold House won with their clever Secret Agent Man!



'The 39 Steps Even More Abridged'

Dance

In May, the Senior Dance Troupe travelled to Queensland to compete in the Sunshine Coast Dance Eisteddfod, alongside 30 other schools from the region. The group had a wonderful time and were fortunate to be awarded 1st place in the Musical Theatre section, 2nd in the Hip Hop, 5th in the Lyrical and Very Highly Commended in the Jazz section.

On return to Hobart, the troupe then competed in Dancelife Unite at Guilford Young College and received 1st place in both the Musical Theatre and Hip-Hop sections. 🏆



'The Greek Mythology Olympiaganza'



The winning House, Thorold, performing in House Drama

(below) Dance Troupe performing at the Sunshine Coast Dance Eisteddfod



Amati Strings performance at Middle School Grandparents' Day



Students after their performance at the City of Hobart Performing Arts Eisteddfod



MR GREGORY STANTON
Head of Faculty – Music

There is never a dull moment in the Hutchins Music Faculty. Music is a big part of our lives; we hear it in films, elevators, shopping centres and in our cars. Music is significant and our students are enormous contributors to the life of our school.

Our students continue to display their skills at our lunchtime concerts at St David's Cathedral. These occur twice per term on a Wednesday. These concerts are a chance for individual talents to perform and this opportunity was extended to the City of Hobart Performing Arts Eisteddfod during May. This year saw the largest contingent of piano players, violinists and vocalists perform, with several students placing in their respective sections.

The Eisteddfod also saw important success for our vocal ensembles.

There were wins for the Junior School Pride Choir, the Barbershop and the Senior School Vocal Ensemble. The latter group was also awarded three special awards for their performance, including the Adjudicator's Choice for Best Vocal Ensemble.

Each week our ensembles rehearse, from our quartets and small groups to the larger ensembles. Our concert bands and string orchestras are called upon to perform at Grandparents' Days and other community events, as well as events such as the Gladwyn Concert in collaboration with St Michael's Collegiate.

It is through collaboration that we can see our music program at Hutchins thriving and strengthening.



Junior School Pride Choir



Students participating in the Conducting Academy at the Tasmanian Symphony Orchestra

Music is all around us

Our senior ensembles rehearse weekly with Collegiate, our Year 7 Concert Band had the opportunity to collaborate with musicians from Fahan School and we are forging ties with Launceston Church Grammar School and beyond. The School is also proud of our collaboration with the Tasmanian Symphony Orchestra (TSO). We commenced a pilot program to provide a pathway for our students into orchestral conducting, working regularly with Will Newberry from the TSO to hone their skills.

It was, however, during our recent concert for the HBOBA 'Over 80s Club' that allowed our students to shine. Our guests were treated to performances from our early-years violinists up through the years, to our Year 10 ensembles and individuals. It was wonderfully received and really shone a spotlight on the diverse talent and dedication of our students.

It's already halfway through the year, but there is still an enormous amount of music making to be made. 🎵



Yuning (Kevin) Shen (Year 11), performing at St David's Cathedral lunchtime concert

Boarders embracing opportunity

MR FRASER BOLTON Head of Boarding

Another semester has come and gone – a semester filled with energy, excitement and enthusiasm in the Hutchins boarding house. The long, warm afternoons of summer have been replaced by short, cold winter days, but our students' enthusiasm for each other and experiencing life together, remains undiminished.

This year, our focus has very much been on 'joining in' – being a contributing part of our boarding house and grasping opportunities with both hands. Recently, it was encouraging to see the way that our boarders used their study time and exam preparation time to ensure that they were in the best possible position leading into what was a demanding mid-year examination period.

Each day, the students would set themselves up in our common room or study space and work away at whatever was in front of them. Sometimes, this required them to work in a solitude, devoid of distraction, but on other occasions, they worked collaboratively, trying to ensure both their own personal success and the success of those around them. On all occasions, it was heart-warming to see them invested in their academics and their futures – they have also set a wonderful example for our future boarding seniors.

'Joining in' has not been confined to academics; it has also, been exciting to see the level of commitment shown by our boarders to their various sports, drama, dance and music commitments. This semester has seen boarders participate in a huge range of co-curricular activities, including cricket, sailing, badminton, basketball, volleyball, Australian Rules, rugby, soccer, debating, various bands and choral ensembles, and dance troupes. It certainly makes the afternoons busy trying to get all of the boarders off their various commitments, but it is such a positive part of our boarding culture.

For many students, being a boarder means having access to these opportunities in a way that otherwise they might miss out on. It has been wonderful watching a number of our students make representative teams in a range of sports, including sailing, badminton, and table tennis.



Frederick Hallett (Year 8),
Conner Every (Year 9) and
boarders in Burbury House



Boarders on excursion to
Russell Falls, Tasmania



Jason Tang (Year 12) and Otto
Ford (Year 10) making coffee

Finally, our boarders, particularly our international students, have had opportunities to join in various activities on weekends and holidays. They have been able to travel to various parts of the state and participate in activities like basic coasteering, visiting caves, going fishing, visiting Bruny Island, 10-pin bowling, watching movies and enjoying meals together –

often with our friends from St Michael's Collegiate and Launceston Church Grammar School. It is at these times, that our boarders have the opportunities to build connections with each other through shared experience and the bonds of friendship.

Boarding is many things to many people, but for me, more than anything else, boarding is about opportunity, and it is wonderful to see our boarders seizing theirs. 🐾

Billy Blackett ('19)
has been awarded the prestigious Rhodes Scholarship for 2024. Billy has kindly shared his reflections on this remarkable achievement and the journey that led him here.



Our 25th Rhodes Scholar

It was a surreal feeling waiting alongside four semi-finalists in a small office of Government House for the official announcement of the 2024 Rhodes Scholar-Elect for Tasmania. With each candidate a genuine contender, I was both astounded and delighted to receive the award, realising my childhood dream of travelling the world and studying in different places and cultures.

In the eight months since that special moment, I have reflected on the journey that led me to that day.

Born in The Netherlands and raised in the Huon Valley, I was exposed early to the stark reality that not all children are given the same opportunities for a meaningful education.

A deep sense of gratitude for my circumstances and empathy for others was instilled in me from an early age, feelings heightened by the presence of foster children in my home. These formative years created a sense of duty to equality in education, fuelled by discomfort with the reality that learning is not always a level playing field. While some are provided with abundant opportunities, others face seemingly insurmountable challenges to engage in basic learning.

I strongly believe in the transformative power of education and credit this achievement to two loving parents who made sacrifices to ensure their three boys received a high-quality education. I thank the diverse communities in which I grew up and the individuals and institutions that supported me along the way.



Receiving a scholarship to attend The Hutchins School opened the door to a truly transformative opportunity. My education at the School proved incredibly fruitful and I remain committed to giving back to the community that has given me so much. 🦋

(above) Billy graduating from the University of Tasmania with a Bachelor of Economics in 2024

(below) The Blackett family at the UTAS Graduation



Uncovering the past

MR JASON REEVES Chief Operating Officer

MS KATIE RICHARDSON Communications, Archives and Records Manager

Thursday 2 November 2023 marked the commencement of construction of the N J Edwards Hub, on what was formerly known within the School as the Hockey Soccer Pitch. A few short months later (in March 2024), the community watched with great excitement as Fairbrother began the process of removing the fill on the pitch, which had been placed decades ago. It was during this initial excavation process that two human remains were uncovered.

Queenborough Cemetery,
Sandy Bay – before demolition
Tasmanian Archives PH40/1/75

ior School is al ready established in the Queen-
a locality is already an academic area with the new
le the Junior School.

f the citizens of Hobart it is important that space
n the same area for the Senior School at present
t.

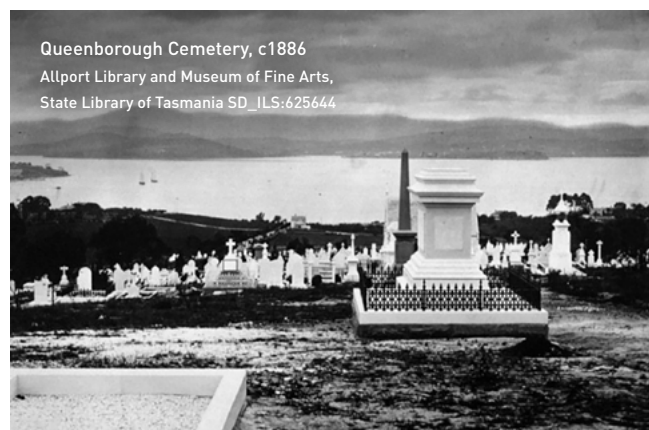
- 4 The Queenborough site would be developed by the Hutchins S
with dignity in accordance with 114 years of service to the Ci
Hobart.
- 5 Eventually the Hutchins School's Macquarie Street buildings
site would become available for civic use.
- 6 A vote for "educational purposes" is a vote for Hobart's progr

**POLL OF VOTERS
CITY COUNCIL ELECTIONS
WEDNESDAY, MAY 18**

VOTE 1



(above) Queenborough Cemetery
Referendum, *The Mercury*,
5 April 1960



Queenborough Cemetery, c1886
Allport Library and Museum of Fine Arts,
State Library of Tasmania SD_ILS:625644



Hockey Soccer Pitch



Construction of the Hockey Soccer Pitch in the 1970s

Although it was known that the School was built on the old Queenborough Cemetery, it was believed that all graves had been exhumed and moved to a dedicated area of Cornelian Bay Cemetery in New Town. The Queenborough Regional Cemetery was opened in 1873 by two Sandy Bay businessmen, George Luckman and Stephen Large. The cemetery originally occupied the site from the edge of Sandy Bay Road, extending up Nelson Road to where Churchill Avenue and The Barrie Irons Oval are today.

By 1913, the Queenborough Cemetery Company had collapsed, with no funds available to maintain the cemetery until the Hobart City Council purchased the site in 1915. The cemetery was closed in 1934 and became derelict before being dismantled in 1961, when it was purchased by the School after a referendum was held to obtain permission for the sale for private use. In Peel Street, a memorial garden was established with some of the original headstones remaining. As we fast forward to 2024, it was quite a surprise to discover that underneath the Hockey Soccer Pitch were some original graves that remained untouched.

Work immediately stopped and advice was sought from Tasmania Police, the Department of Health, the Department of Premier and Cabinet and the coroner's office. Acting on advice from authorities, a detailed exhumation plan was developed by the School, with the primary aim of ensuring all remains were to be treated with utmost respect and dignity. This plan was approved by the Director of Public Health, pursuant to Section 30 of the Burial and Cremation Act 2019. From late April 2024, a team of archaeologists led by Brad Williams of Praxis Environment worked tirelessly to remove the significant number of remains.

Brad and his team have been able to identify approximately 80% of all remains exhumed. To achieve this, Brad and the archaeologists have accessed historical documents including the burial register; various records of the Queenborough Cemetery Company; together with mapping of individual plots and physical evidence of grave furniture.

At the time of writing, the process of exhumation is ongoing. Once complete, the identity of known human remains will be made publicly available by the School.

The human remains will be reinterred at Cornelian Bay Cemetery, where a permanent memorial will be erected and, subject to Hobart City Council approval, an additional memorial plaque will be installed at the Queenborough Memorial Garden on Peel Street, Sandy Bay. 🇬🇧

From the Parents' Association

MRS SHIRL BADENACH President, The Hutchins School Parents' Association

The purpose of The Hutchins School Parents' Association is to provide a forum for communication between parents/carers and the School; to further the interests of the students and the School; and to be involved with school community activities.

Junior School Bush Playground official opening



Students playing in the Junior School Bush Playground

Parents' Association BBQ at March Open Day



So far, 2024 has been busy and enjoyable for the Parents' Association, starting the year in February with the New Parents Welcome Evening in the Nettlefold Library.

During March, members of the Parents' Association ran the BBQ at the School's first Open Day for 2024. Members of the Parents' Association also attended the opening of the new Junior School Bush Playground, with thanks received for their significant financial support of the project. The official ribbon was cut, before the students very enthusiastically ran into the new area for the first official play! This was a major project supported by the Parents' Association and we were very pleased to witness the planning and hard work come to fruition with such an amazing result.

The Parents' Association and other parent/carer volunteers supported the Events Team to facilitate the four separate Grandparents' Days held during May and June.

The Grandparents' Days saw the School host record numbers of grandparents and special friends of students from Pre-Kindergarten to Year 12. A variety of exceptional talent was on show from the students who performed, a wonderful time was had by all who attended.

Thank you to all Parents' Association members and parents/carers who have provided their valuable time to attend meetings and volunteered their services. We appreciate the support you have given us to ensure that events run smoothly. Thank you to the Events Team and all staff for your continued support of the Parents' Association.

On behalf of the Parents' Association, I encourage all parents/carers to be involved. 🌟

We welcome any new members to attend meetings and to hear more about what we do. All meeting dates and Parents' Association information can be found at hutchins.tas.edu.au/parents

Update from the Old Boys' Association

HON. JIM WILKINSON ('69) President, Hutchins School Old Boys' Association

In *Magenta & Black No 117 – 2023*, I wrote about the value of staying connected and the role of the HSOBA Committee, as we do all in our power to ensure this connection continues by organising regular events not only in Tasmania, but also interstate and overseas.

Already this year, in a new initiative, Hutchins and St Michael's Collegiate joined forces to host successful reunions in Launceston, Melbourne, Hong Kong and Bangkok. The feedback from these events has been encouraging and both schools are already considering combining to make joint events a more common occurrence.

Under the leadership of Barrie Irons and his group of volunteers, this year's HSOBA Community Golf Day (sponsored by Clennett's Mitre 10) was a memorable occasion for all 96 participants who teed off. Not only was this a day for golfers to demonstrate their skills, but also an opportunity to continue to support local charity Rural Alive and Well (RAW). Over the past three years, the HSOBA have raised and donated \$10,000 to RAW, supporting mental health and wellbeing in our rural communities.

In May, HSOBA reunions and 'get-togethers' were also hosted for alumni from San Francisco and New York. These were memorable occasions, held over lunch in Silicon Valley on Mother's Day. Each of the attendees spoke briefly, but warmly, of their mothers and 'home' on the other side of the world in Australia. It was a privilege to enjoy the company of these men and hear first-hand of the studies and work they are pursuing in the United States.

Following an enjoyable day at Pooley's award-winning winery in March, the Over 80's visited the School in June to enjoy performances by the School's budding musicians, then adjourning to the RYCT for lunch. Our thanks to David Brammall ('56) for organising what everyone agreed, were two enjoyable events – wine and song.

At the time of writing, we are looking forward to further reunions in Sydney, Perth, the 5-year leavers and major reunions in Hobart in August, as well as the Ray Vincent Lunch at the RYCT in November.



Community Golf Day



Pooley Wines visit



Pooley Wines visit

In summary, there are numerous opportunities for our alumni to keep connected wherever you are living. We would love to see you at one or more of these events.

Our mentoring program is progressing well and there has been a good level of engagement from both mentees and mentors. We are looking forward to the growth of this valuable service, under the watchful eyes of our Vice-President, Larry Owen ('10) and Billy Blackett ('19).

In closing I would like to thank our Committee Members (Larry Owen, Mr John Groom ('86), Jake McIntyre ('17), Barrie Irons, Robert Dick ('53), Chris Rae ('66), Mark Herd ('96), Judy Smith, Rose Seddon ('76) and Dale Ayres ('10)), the Advancement Office and Events Team – their efforts do not go unnoticed. I would especially like to thank committee member Robert Dick for his marathon contribution to the HSOBA with 67 years of continuous service. This has not and should not go unnoticed. 🍷

The Swimming Team,
1954, featuring Andrew
Kemp (middle row,
second from right)

Foundations *of excellence*

Andrew Kemp's enduring
impact on The Hutchins School

MR JOHN GROOM ('86) Director of Advancement and Alumni Engagement

The history of The Hutchins School is rich with stories of individuals whose dedication has shaped our community. Among these distinguished figures, Andrew Kemp ('54) AM stands out for his immense contribution, leadership and vision.

From 1969 to 1979, Andrew served on the School Board, including roles as Chairman and member of the Finance Committee. His tenure was marked by strategic foresight and a commitment to the School's financial independence and educational excellence. His leadership through challenging times, including navigating the School's finances and assets, set a foundation that fortified Hutchins future for generations to come.

Andrew's influence extended beyond governance. He played a pivotal role in establishing The Hutchins Foundation and served as its inaugural President from 1977 to 1979. Following this, he chaired the Foundation's Allocations and Investment Committee for an additional twenty-six years.

Under his leadership, the Foundation focused on sustaining and enhancing the School's facilities and encouraged the institution to consider a future without government assistance. This visionary approach to philanthropy has significantly contributed to the School's long-term success and stability.

One of Andrew's most notable contributions was the handling of the co-operative education arrangement with St Michael's Collegiate and other schools in the 1970s, a program that endures today.

His investigative work and subsequent recommendations facilitated resource sharing and expanded curriculum options, all while preserving Hutchins identity as Tasmania's leading independent boys' school. His commitment to and leadership within the Tasmanian community was further demonstrated by his Chairing of both the Hutchins and Collegiate Boards of Management.



(right) Andrew Kemp ('54)



(left) Members of the Kemp family: Henry Kemp, Andrew Kemp, James Kemp, George Banks, James Banks, Charles Kemp ('88), Andrew Kemp ('54) and Ed Kemp ('87)

(below) Andrew Kemp became Managing Director, 1963



'One of the great lessons is, from small acorns, great oaks do grow. The greatest lesson of all is that the creative energies or achievements of a group of individuals, over time, are boundless.'

– Andrew Kemp ('54) AM, *Centenary History of Kemp & Denning Limited, 1902–2002*

His efforts also supported the establishment of significant school facilities such as the Ray Vincent Wing. This addition has been vital in enriching the educational experience at Hutchins.

(below) Charles ('88), Andrew ('54), Andrew Jnr, Elizabeth and Jo Kemp

Throughout his years of service, Andrew's dedication was recognised and celebrated within the School community. He was appointed to Honorary Life Membership of The Hutchins School Old Boys' Association in 2008 and was a worthy recipient the coveted Ivied Tower Award in 2009.



Andrew's strategic and financial acumen, combined with his passionate belief in the value of independent education, fostered a legacy of growth and excellence that still resonates within the School today.

In recognition of his enduring impact, Andrew's contributions were aptly summarised by Christopher Hall, the then Director of Development, in The Hutchins Foundation Ltd Annual Report of 2003:

"It is impossible to overestimate the contribution made to the Hutchins Foundation by Mr Andrew Kemp during his many years as a Director, as Chairman of the Allocations and Investments Committee, as the Founding President and as a co-signatory to the Articles of Association. Andrew's fervour and leadership have been instrumental in guiding the Foundation to its current healthy position. That the School can look forward to a bright future is due in no small part to the outstanding work by Andrew Kemp over the last twenty-eight years."

Andrew epitomises the School values of humility, kindness, courage and respect. He is married to Elizabeth and has four children (Sarah, Edward ('87), Charles ('88) and Annabel) and ten grandchildren.

It is our privilege to celebrate Andrew's contribution to the School, which serves as an enduring inspiration for our school community. We extend our heartfelt gratitude to him and his family for their unwavering support and commitment to the Hutchins legacy. 🌟

Nurturing our future – 2024 giving milestones

MR JOHN GROOM ('86) Director of Advancement
and Alumni Engagement

This year has been incredibly busy and productive, marked by significant milestones and progress in the Make Your Mark (MYM) campaign.

The N J Edwards Hub is now taking shape, with years of planning and preparation coming to fruition as this visionary facility becomes a reality. The heart of our campus, the N J Edwards Hub will unite our entire school community, fostering connections and inspiring current and future generations of Hutchins students.

The Take Your Seat campaign is gaining momentum and we extend our heartfelt gratitude to the families and individuals who have supported this initiative. For more information or to participate, please visit the Giving page on the School's website or takeyourseat.hutchins.tas.edu.au.

We deeply appreciate all members of our community who have contributed to our giving program. Special thanks are extended to members of the 175 Club and 1846 Society, donors, volunteers, the Bequest Working Group and the Foundation Committee. Your unwavering support and commitment have been invaluable.

As we near the conclusion of the first phase of the MYM campaign, we are thrilled to announce that we have surpassed the \$20 million mark.

This extraordinary achievement is a testament to the generosity and dedication of our community. Thank you for believing in our vision and contributing to this remarkable milestone.

While celebrating these successes, we remain focused on building a successful, sustainable, and enduring giving program that benefits students today and into the future. Our commitment is to be forward-thinking and to make decisions that benefit future generations.

'Someone's sitting
in the shade today
because someone
planted a tree
a long time ago.'

– Warren Buffett



Mr John Groom



Artist's impression, N J Edwards Hub
entrance foyer



Imagery from the
Take Your Seat campaign

**TAKE
YOUR
SEAT.**

To achieve this, we are dedicated to honouring the lasting legacies and leadership of former trustees and members of The Hutchins Foundation by preserving and growing our endowment fund. This fund is crucial for ensuring the long-term financial stability and growth of our school.



*Scan here
to find
out more*

Thank you once again to all who have supported the giving program in 2024. 🍷

From the Archives

Oarsome success – 60 years on

MS KATIE RICHARDSON Communications, Archives and Records Manager

When Andrew Edwards ('64), Lindsay Peters ('64), Chris King ('65), David Lardner ('64), Arthur Wherrett ('65), Daryl Balding ('65), Jock Nickolls ('64), Arthur (Robert) Vincent ('64) and John Clennett ('68, cox) launched their Eight into the Tamar River on 11 April 1964, they would have been full of hope that they would finally beat The Friends' School and Launceston Church Grammar School to take out the title of the Boys' Eight at the Head of the River.

It was on this day that Hutchins did indeed take out the Eights title for the first time, with the previous win by Hutchins in 1957 when the race was conducted in Fours. Launceston Mayor, Alderman Turnbull, presented the Golden Fleece Cup to Robert Vincent, the stroke of the Hutchins crew.

And so began the most successful year of Hutchins Rowing in its 75-year history (1889–1964). Coached by Paul Cox, not only did Hutchins win the coveted Head of the River, but they also went on to win the national Schoolboy Eights Championship in Canberra.

To travel to the mainland was expensive and many of the crew had not been out of Tasmania, however a benefactor came forward and paid for the boat 'Spirit of Hutchins' to be shipped to Canberra for the championships – an incredible act of generosity, given that most crews were forced due to financial constraint to borrow equipment of lesser quality.



Head of the River 1964

In the weeks leading up to the championship, the crew honed their skills and improved further still under Cox's guidance. On the day of the race on Lake Burley Griffin, nerves were on edge and despite an early set back with the rower in the number 6 seat getting his oar caught, the Hutchins First Eight took off after going under the bridge at the halfway mark.

The second half of the race was uneventful, and they crossed the finish line in 1st place with a time of 6 minutes and 38.4 seconds – a testament to their resilience. 🏆

Thank you to Ms Cassandra Bird, John Clennett ('68) and Dave Bennison ('64) for their contributions to this article.



[right] 1964 crew members, John Clennett, Andrew Edwards, Chris King and Robert Vincent (taken 2024)



STAFF MEMBER

Judy Smith

Teaching at Hutchins 1992 to 2022

School positions held

Classroom teacher in the Prep School where there were just four classes, Kindergarten to Year 2; working in the Centre for Excellence, teaching ELC students in literacy and numeracy support; and Senior School mentor for School House.

Additional professional educational positions and awards whilst at Hutchins

Recipient of a Tasmanian Quality Teaching Award in 2003 (Australian College of Educators)

House affiliation Stephens while a classroom teacher, School when a mentor.

Who were some of your close work colleagues?

When Judy first began at Hutchins, Jan Reynolds taught her so much about the culture of Hutchins and was a great mentor. Shirts tucked in, socks up and blazers. Correct uniform for excursions. Judy remembers that being how respect was shown in public for themselves and the School.

Other leadership mentors were Howard Kelly, Jenny Manthey and Ms Cath Hogan with their breadth of knowledge and understanding of educating boys, who gave so much of themselves and their time to ensure the boys' learning journey was a positive one.

Wonderful co-teachers, in no particular order: Beth Bamford, Alex Mirowski, Mr Matthew Groves, Dr Nick Eaves, Sarah Fielding and others.

Where are they now?

CHRIS RAE Head of Senior School (2001–2008)

What are your memories of the teaching program at the School?

The strength of community that was developed through parent/carer help. Unfortunately, the pandemic and all its ramifications put a pause on this, but we are now seeing the return of parents/carers to our school which will again build and develop further that sense of oneness.

Communication with parents/carers changed so much during Judy's teaching career, from handwritten reports and floppy discs to online reporting through Seesaw and Rory.

Judy remembers many Senior School Speech Nights, seeing young men walk across the stage to receive their prizes. Judy has fond memories of some of them as 5, 6, 7-year-olds and the feeling of satisfaction, knowing that she had a small part to play in their learning journey.

What of life post-Hutchins?

Judy continues to be part of the lives of her four grandchildren, watching them develop, mature and with their very different personalities, seeing where life takes them.

She looks forward to more travel throughout Australia. A bucket list item is to travel by train across the continent, as well as a trail riding adventure on horseback.

Maintaining affiliation with the School through the HSOBA committee meetings, reunions, Old Boys' functions is also something that Judy enjoys, as she is honorary Old Boy.

"Once you had been in Mrs Smith's Prep class, you were always 'one of her boys'. She was a teacher, mentor and friend – who also gave them a wonderful send-off at the Year 12 Farewell Morning Tea."
[staff colleague] 🍷

Recent donations to the School

MS KATIE RICHARDSON Communications, Archives and Records Manager

Below is a list of items donated to the Hutchins Archives and Heritage Collection since publication of *Magenta and Black*, 2023.

Cap, belonging to J D Moir (e1932), donated by S Moir.

Bunting flag, *date unknown*, awarded as a prize for sport, donated by former Headmaster, Warwick Dean.

Letter, 1940, written by L Bibbey (e1901) to C Westbrook (e1893), donated by S Yeomans. For more information, please see *Virtus 2023* pp. 24–25. 📄

We thank all our donors for their contribution to our archives, and we apologise if we have missed anything that has been donated. If you believe that we have missed your donation in this list, please contact archives@hutchins.tas.edu.au as it may be that we simply did not have enough information provided with the donation to publish. 📄

Cap, donated by S Moir and bunting flag donated by former Headmaster Warwick Dean



Vale

Vale

MS KATIE RICHARDSON

Communications, 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.

| | | |
|-----------------------------------|--------------------|-------------------|
| ROBERTSON, Richard Eric Campbell | Old Boy 1967 | 28 August 2023 |
| HOOD, John James David | Old Boy 1959 | 1 September 2023 |
| MCPHEE, John Cameron | Old Boy 1947 | 6 September 2023 |
| MIDDLETON, Annette | Past staff 1973–99 | 9 September 2023 |
| BOWDEN, Scott Taylor | Old Boy 1979 | 12 September 2023 |
| PERKINS, Robert Watchorn | Old Boy 1968 | 29 September 2023 |
| KING, Desmond Russell | Old Boy 1951 | 2 October 2023 |
| COOMBE, Bruce Bickford | Old Boy 1952 | 4 October 2023 |
| IKIN, Ronald Harry | Old Boy 1943 | 12 October 2023 |
| CAMERON, Eustace Allan | Old Boy 1946 | 21 November 2023 |
| PAGE, John Mowbray | Old Boy 1951 | 21 November 2023 |
| FIDLER, Ross John | Old Boy 1974 | 2 December 2023 |
| ILES, Gregory Paul | Old Boy 1972 | 10 December 2023 |
| HAMILTON, Duncan William Campbell | Old Boy 1969 | 3 January 2024 |
| BREWSTER, Robert (Bob) | Old Boy 1952 | 27 January 2024 |
| KING, Harrison Nelson Francis | Old Boy 2010 | 17 February 2024 |
| STEPHENSON, Richard Charles | Old Boy 1962 | 10 March 2024 |
| TANNER, Ken | Old Boy 1949 | 11 March 2024 |
| MADDEN, Bruce William | Old Boy 1950 | 15 March 2024 |
| BOWDEN, Richard George | Old Boy 1951 | 15 March 2024 |
| BAMFORD, Nicholas Craig | Old Boy 1976 | 2 April 2024 |
| TENISWOOD, John Cameron | Old Boy 1951 | 30 April 2024 |
| BOYD, Peter David William | Old Boy 1963 | 20 May 2024 |
| READ, Malcolm Conrad | Staff 2023–24 | 1 June 2024 |
| BENNETT, Scott Cecil | Old Boy 1960 | 27 June 2024 |

The Hutchins School would also like to note the passing of Old Boy, Robert Snowden Hay ('44) on 25 December 2019.

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.

Annette Middleton (1948–2023)

Miss Annette Middleton

began her career at Hutchins in 1973 as a Junior School teacher; a position she held for 22 years. For those who remember the Tasman Bridge Disaster, Miss Middleton infamously became the 'Ferry Mistress' in 1975 – ferrying students from Kangaroo Bay to Elizabeth Pier where she was renowned for her extensive knowledge of the ferry/bus link operations. In 1995, Miss Middleton joined the Centre for Excellence as a part-time teacher, where she brought considerable experience and expertise.

Miss Middleton will also be remembered for her enthusiastic coaching of Minkey, often wielding a hockey stick while coaching from the sidelines on cold Saturday mornings.



Miss Annette Middleton
in the 1970s



Prefects, 1943
(R H Ikin standing
second from right)

Miss Middleton was described as a gentle soul, loyal and hard working. She was very missed upon her retirement after 27 years. 🌹

Ronald Harry Ikin (1925–2023)

Ronald (Ron) Ikin (no. 3298) entered Hutchins in February 1935 and left December 1943. Ron was an outstanding contributor to school activities. He was a Prefect, an outstanding all round sportsman and he represented the School in athletics, cricket, football, rowing and tennis. Along with his sporting pursuits, Ron was part of the School's Cadet Corps and post-Hutchins served in the Royal Australian Navy during World War II.

In March 1944, the then Headmaster V S Murphy wrote a reference for Ron which stated 'He was one of the best all round athletes the school has had... Ikin was well liked by both masters and boys. Few boys have impressed me more by their modesty than Ikin.'

Ron is memorialised every year at Speech Night by the giving of a prize in his honour – *The Ronald H Ikin Prize for the student who has demonstrated true sportsmanship and good character whilst representing the School in sport, Years 7–12*. A prize fitting to Ron's character.

Ron was the loving husband of Susan (dec), and is survived by his children, their partners and his grandchildren. 🌹

Robert (Bob) Brewster (1935–2024)

Robert Brewster (no. 4062) entered Hutchins in 1948 as a boarder. He represented the School in swimming, football and rowing, and was a House Prefect. After leaving Hutchins as a student in 1952, he taught at and was a Resident Tutor in the boarding house from 1953–1960.

Moving to Victoria in 1961, Mr Brewster assisted in the Foundation of The Peninsula School (now Peninsula Grammar) in Victoria, and was the Foundation Head of The Peninsula School Junior School; a post he held until his appointment as Headmaster of The Toowoomba Preparatory School, Queensland (now Toowoomba Anglican School).

Following his retirement from Toowoomba Prep in 1992, Mr Brewster re-joined the staff at Hutchins in a part-time capacity and held the position of Acting Headmaster of The Hutchins Middle School in 1995.

Mr Brewster had a great interest in opera and directed and acted in many operetta productions. He remained keen on swimming and Life Saving, and upon his retirement listed his grandchildren as a very great source of interest and delight. He is survived by his wife Meg, his three children, their partners, his grandchildren and great-grandchild. 🌹



(above) Swimming Team, 1952
(R Brewster seated second from right)

Honouring sacrifice and remembering heroes

MRS AMANDA HUSBAND

Acting Marketing and Communications Manager

On the first day of Term 2 students from Pre-Kindergarten to Year 12, together with staff and visitors, gathered on the War Memorial Oval to honour and remember the service and sacrifice made by generations of Australian servicemen and women.

As a whole school, each student constructed a paper poppy with the individual name of each Old Boy who served. These poppies served as a symbol of remembrance in our service, whilst connecting us with the stories of courage, resilience and service of those whose names fill the honour boards in the chapel.

The importance Anzac Day holds for The Hutchins School is highlighted when people take a moment to read the 1152 names of Old Hutchins Boys who enlisted in wars and peacekeeping operations since the Boer War. Of those who served, 132 gave their life for their country.

Each name listed on the honour boards were once young students who walked the halls and sat in the classrooms of The Hutchins School, they were no older than our students in Years 11–12 now. 🌹



Year 7 students with a representative from the Australian Army Band – Tasmania

2025 term dates

Term 1

- Monday 6 January – School Reception opens
- Monday 3 February – Term 1 commences
- Sunday 30 March – Open Day
- Wednesday 2 April – Open Day
- Friday 11 April – Term 1 concludes
- Easter Break Friday 18 to Tuesday 22 April

Term 2

- Tuesday 29 April – Term 2 commences
- Friday 4 July – Term 2 concludes

Term 3

- Tuesday 22 July – Term 3 commences
- Friday 26 September – Term 3 concludes

Term 4

- Monday 13 October – Term 4 commences
- Wednesday 10 December – Term 4 concludes
- Friday 19 December (midday) – School Reception closes

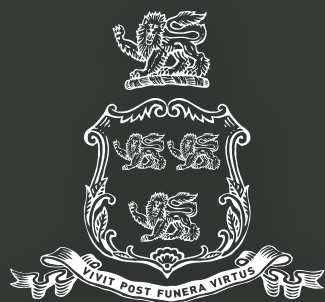
2025 celebratory dates

- Friday 28 November – Year 12 Leavers' Dinner
- Thursday 4 December – Junior School Awards Celebration
- Tuesday 9 December – Middle and Senior School Speech Night

Communiqué is our school newsletter

If you would like to subscribe or need to update your details please contact our Community Relations Team on (03) 6221 4200 or communiqué@hutchins.tas.edu.au

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



HUTCHINS
ESTABLISHED 1846

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