



THE HUTCHINS
SCHOOL MAGAZINE
Nº 119 – 2025

MAGENTA & BLACK

*Our values
in action*



Welcome to our 2025 edition

Nº 119 – 2025

Editing and production

Mrs Amanda Husband, Executive
Assistant to the Principal
Design Ōhara / Kieran Bradley

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Cover Otto Ford (Year 11) and
Samiul (Sami) Coates-Rahman
(Pre-Kindergarten)

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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Inspiring voices

DR ROB MCEWAN Principal



From the
Principal

At a time when the world faces complex global challenges from conflict and war, climate change and displacement to inequality and poverty, the need for all of us to recognise our shared humanity, celebrate diversity and work together across borders is essential in creating a more just and compassionate world.



Students, Mr Gregory Stanton and Dr Rob McEwan at Oxford University for the Round Square Conference

As a Round Square school, our students are part of a global network of over 200 schools across more than 50 countries, united by a shared commitment to internationalism, democracy, environmentalism, adventure, leadership and service.

In Round Square schools, internationalism is more than travel or learning about other cultures. It is a mindset that nurtures curiosity, empathy and open-mindedness. It challenges students to look beyond their own perspectives and consider how their actions and choices impact others.

It encourages respect for difference, a desire to connect across cultures and a commitment to global responsibility, which is fostered through tangible opportunities to engage with internationalism in authentic, transformative ways.

One such opportunity is the Round Square International Conference, where students engage in dialogue on global issues, share cultural experiences and form connections that transcend geography and language.

I was privileged to join Mr Gregory Stanton and seven of our Year 11 and 12 students at this year's conference, held at one of the world's oldest and most prestigious universities, Oxford.

Surrounded by centuries-old architecture and the academic legacy of some of the world's greatest thinkers, our students were encouraged to think boldly and compassionately about their role in shaping the future. With over 450 students from across the globe, the collective energy was palpable.

The theme for this year's student conference was Inspiring Voices and inspiring they were! What made the conference truly powerful was its unwavering belief that students are not merely future leaders, they are leaders now. In keynote addresses, student-led panels and Barazza discussions (Round Square's signature model for democratic dialogue), young delegates spoke with clarity, conviction and creativity about the changes they want to see in the world.

Topics ranged from the global mental health crisis to the importance of Indigenous knowledge, all explored through the lens of the students' own experiences, values and aspirations. The courage with which students shared personal stories and challenged adult assumptions served as a reminder that authentic education must empower the voices of young people.

For some of our students, this was their first time stepping into leadership roles on an international stage.

(L-R) William Bowman (Year 11), Sarttra (Todman) Malayanond (Year 12), Joshua Pawlus, Otto Ford, Alfie Dixon, Leon Gelman, Marcus Spiteri (all Year 11)



Round Square places a strong emphasis on developing leadership through service. It recognises that true leadership is not about authority, but about influence, humility and the courage to stand up for what is right.

The Round Square Conference at Oxford served as a compelling reminder that when young people are given the space to think, speak and act with purpose, the results can be truly extraordinary. 🌟

Yet the support and respect shown by all involved enabled them to rise to the occasion with maturity and purpose. In every corner of the conference, whether brainstorming in a quiet college courtyard or debating in the historic Oxford Union Chamber, student agency was alive and thriving. Our students were encouraged to see themselves not as isolated individuals, but as interconnected citizens of a global community. This collective identity fostered collaboration across borders and helped develop friendships that will endure well beyond the conference.

Internationalism, as nurtured through Round Square, plays a vital role in the development of character, leadership and purpose. Student conferences are intentional, inclusive spaces where students engage in honest, constructive dialogue on pressing global issues. Through these experiences, students not only become more informed, but also grow as compassionate and globally minded individuals, better equipped to contribute meaningfully to the world around them.

In an increasingly interconnected yet divided world, the need for schools to cultivate global citizens, compassionate leaders and socially responsible thinkers has never been more important.

As a Round Square school, this goal is not merely an aspiration, it is a lived commitment – turning empathy into action and conversation into service.



Sarttra (Todman) Malayanond presenting at the Round Square International Conference

Forging meaningful connections

YUNING (KEVIN) SHEN School Captain

Social interactions are a major part of our daily lives, shaping friendships, relationships and even work dynamics. This year, the Prefects chose to focus on fostering meaningful connections within the School and create a supportive network that extends beyond the classroom, selecting 'Building Bridges' as our theme for 2025.



Mother's Day Breakfast

The year started off with the Prefect Retreat at Southport, where the Prefects brainstormed ideas for our theme. There were many options put forward, with most of us wanting to make an impact within the School and leave behind a legacy. Many of us have seen or experienced the effects of positive connections in society, as well as the harms of broken bonds that continue to affect many people in the world. We would like to make a positive impact, no matter how small, by highlighting the importance of meaningful connections with our fellow peers.

To reinforce this idea, the Prefects organised an activity during mentor time for Terms 2 and 3, where Senior School students were placed in groups to forge new friendships or strengthen existing ones. One of the sessions concluded with a symbolic bridge building challenge using spaghetti, marshmallows and masking tape, representing the strong connections we aim to form.



Yuning (Kevin) Shen

This year, we are proud to support Anglicare Tasmania as our charity for 2025. Anglicare has long served the local community by nurturing strong connections, making them a perfect fit for our theme. As an Anglican school, Hutchins couldn't have asked for a more fitting collaboration. Several fundraising events have taken place, including the traditional Mother's Day Breakfast, Year 12 Run-a-thon and AFL Grand Final Breakfast which is planned for Term 3.

Like real bridges, our relationships require strength and regular care to endure. It's comforting to see friendships forming and deepening every day at school, knowing these bonds will leave a lasting impact on students' lives. 🌉



Year 12 Run-a-thon

Strengthening foundations, shaping futures

MS CLAIRE TAYLOR Head of Teaching and Learning, Years 6–12

Hutchins commitment to creating a supportive and positive learning environment continues to evolve in purposeful and impactful ways. This year, a key milestone has been the completion of our school-wide matrix of essential behaviour agreements, developed collaboratively and aligned with our values of humility, kindness, courage and respect. This matrix now serves as a shared reference point for students and staff, providing clear expectations that promote consistency, fairness and a sense of belonging across the School.

Year 1 students with Mrs Melissa Schraam (Year 1 Teacher)

Positive Behaviour Support (PBS) remains central to our approach, recognising that effective teaching and learning occurs within a safe and respectful environment. By explicitly teaching and reinforcing positive behaviours, we build stronger relationships and support student wellbeing. With a collective focus on PBS, our teachers are empowered to create inclusive classrooms where all students can thrive socially, emotionally and academically.

Our curriculum continues to be updated and refined using the Understanding by Design (UbD) framework. UbD encourages educators to plan with the end in mind, focusing first on the long-term learning and transfer goals we want students to achieve.

At the heart of our curriculum are our Transdisciplinary Transfer Goals, which cultivate character through five key capabilities:

- **Creative Thinking:** Demonstrating open-mindedness and curiosity
- **Critical Thinking:** Asking meaningful questions and solving problems
- **Contribution:** Upholding school values and expectations
- **Communication:** Expressing ideas effectively for a range of audiences
- **Collaboration:** Working effectively with and learning from others



Ms Claire Taylor

In step with the rapid evolution of educational technology, we have also introduced Generative Artificial Intelligence (GenAI) as a tool to support teaching and streamline administrative tasks.

A clear policy guides its ethical and safe use and staff have participated in professional learning to explore its potential. Our teachers are embracing this change, ensuring we remain future-focused while grounded in strong pedagogy.

By harnessing the potential of GenAI, deepening our use of the Understanding by Design framework and building on our strong foundation in Positive Behaviour Support, we are creating a dynamic and future-focused learning environment – one that prepares our students to think critically, act ethically and thrive in an increasingly complex and connected world. 🌍

Supporting every learner

MRS DEB LIE Head of Inclusive Education

Every student deserves the opportunity to thrive academically, socially and emotionally. The Centre for Excellence staff support this commitment by working in close collaboration with students, families, classroom teachers, teacher assistants and allied health professionals. Through inclusive education practices such as Individualised Learning Plans and Profiles, targeted intervention and meaningful extension opportunities, we work towards ensuring the unique needs of each learner are recognised and supported.

Supporting our autistic students

Terms 1 and 2 saw our school staff engage in two days of professional learning delivered by Positive Partnerships with a particular focus on supporting autistic students. This included developing staff understanding around the diversity of autistic individuals including strengths and interests; inclusive practice; wellbeing and behaviour. Small action teams are now currently working on priorities identified through this process as we continue to reflect on and modify our inclusive practice across a range of areas, for example modifying consultation processes with students and families, looking at how we use visual supports at Hutchins to support learner engagement and transition supports to name a few.



Opportunities for extension and enrichment

Extension and enrichment opportunities are essential for enhancing students' learning experiences beyond the curriculum.

In Term 1, we saw 64 students from Years 6–10 participate in the da Vinci Decathlon, an academic competition that celebrates creativity, teamwork and academic excellence across disciplines such as science, engineering, philosophy and code breaking. Participation in opportunities such as the da Vinci Decathlon allows our students to push boundaries, think critically and collaborate with like-minded peers in exciting new ways. Hutchins results in this state competition were commendable and created the opportunity for a Year 9 team to travel to Sydney to participate in the Nationals.



Term 2 saw our Year 6 Gifted and Talented students represent Hutchins in the 2025 International Ethics Olympiad, an online event. Two Hutchins teams explored and debated six complex ethical cases, developing their skills in critical thinking, respectful discussion and ethical reasoning. From fairness and justice to empathy and responsibility, they tackled big ideas with maturity and insight. 🌟





Charlie Black, Liam Wilkinson,
Louis Burbury, all Year 12, at the
SPEAK UP! Stay ChatTY Shorts
Day launch

As I reflect on the year so far in the Senior School, one theme stands out clearly – our values in action. Across every event, every initiative and every conversation, we've seen humility, courage, kindness and respect shaping the way we live, lead and learn together.



Mr Ken Kingston

Our values in action

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

Building community
through humility,
kindness, courage
and respect

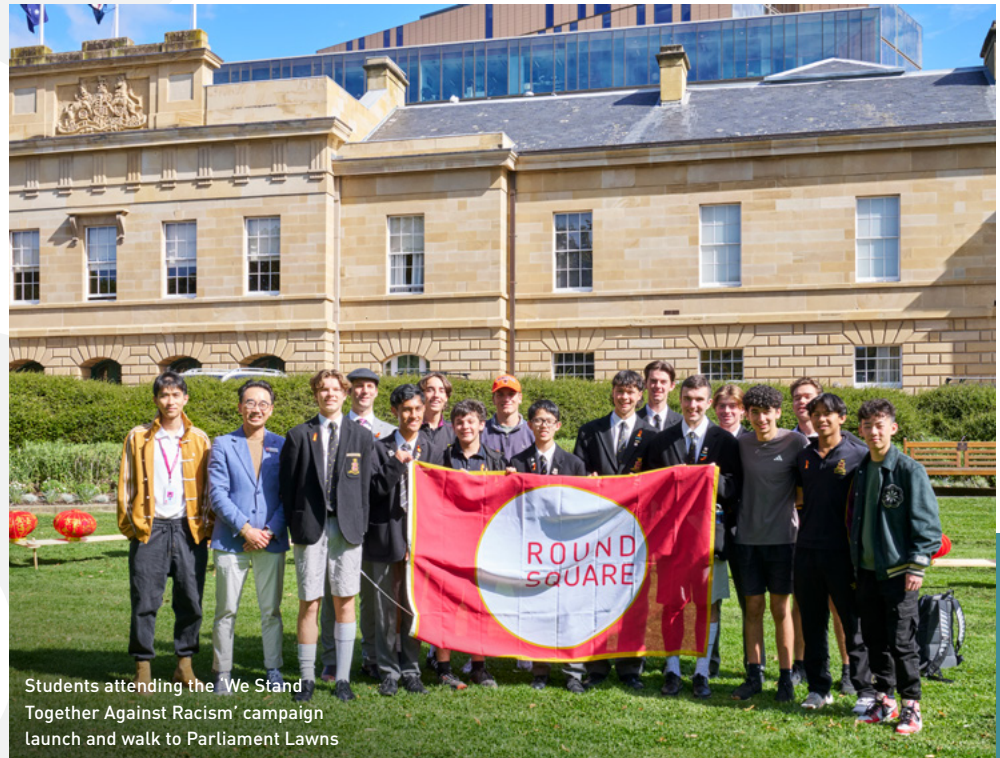


Year 12 students running with
our Kindergarten students at the
House Cross Country Carnival

These values have been on display from the very beginning of the year. At the student Leadership Retreat in January, I saw courage in our Prefects' willingness to set ambitious goals, humility in their reflections on past experiences and kindness in the way they supported one another. Their leadership is already having a positive influence built not on authority, but on service and care.

Our work to build an inclusive learning environment has also gained momentum. Through staff professional learning in structured literacy and inclusive practice and the appointment of a Head of Inclusive Education, we continue to grow as a school where every learner is supported to thrive. Inclusion isn't just about access, it's about belonging, and ensuring all students feel seen, heard and valued.

Respect and relationships have remained central to our efforts. Our pastoral care programs and Positive Behaviour Support frameworks actively teach and reinforce the values we want to see in action. These programs are not peripheral, they are foundational, helping students understand what it means to lead with kindness, speak with respect, act with courage and grow with humility.



Students attending the 'We Stand Together Against Racism' campaign launch and walk to Parliament Lawns

We've seen these values reflected in students' participation in Tomorrow Man workshops, consent education and community events such as Relay for Life, Harmony Day and the Hobart City Mission Sleep Rough fundraiser. Our younger students have inspired us during Reconciliation Week, transforming their learning spaces into meaningful tributes to culture, truth-telling and shared responsibility.

These moments have reminded us that values are best taught not only through instruction but through authentic, lived experience.

This semester has also highlighted the strength of our community. From the quiet dedication of our Parents' Association helping with Grandparents' Days, to family-teacher conversations, to senior students supporting their younger peers in cross-campus events, we are at our best when we work together, guided by a shared moral compass.

As we move into the next phase of the year, let's continue to live our values, intentionally and consistently, so that Hutchins remains a place where every student can flourish academically, socially and personally. 🍀



Students participating in Relay for Life

A culture of courage

MRS FIONA MORONEY Head of Middle School



Mrs Fiona Moroney



Year 7 Camp coasteering

Courage takes many forms in our school community. It is more than a bold act or a fearless moment; often, it's the quiet determination to do what's right, even when it's hard. Every day, our students demonstrate courage in ways both big and small – in the classroom, performing on stage, on the sports field and through meaningful contributions to our wider community.

Courage means being ready and willing to carry on, despite fear or difficulty. It is about individuality, not conformity. Each act of bravery, no matter how small, strengthens not only individual character but also our connection to the School community.

Middle School students have been working to develop social and emotional learning skills through positive behaviour support practices, focusing on our school values of humility, courage, kindness and respect. This work has culminated in a School-wide Values in Action Plan, with courage playing a central role. We are helping students to be courageous by encouraging them to have a go, ask for help, fix mistakes, do their best, speak up and stand up for others.

We are committed to fostering a safe and supportive school environment where students have a voice. Through Project Rock-it workshops, students in Years 6–8 have participated in youth-driven, evidence-based sessions addressing bullying.

Courage in the classroom can be as simple and as powerful as raising a hand to ask a question, or sharing an opinion during a discussion. Students show academic courage when they tackle challenging subjects, admit when they don't understand something, or take on leadership roles in group work. Trying a new skill, making a mistake and being willing to learn from it is one of the most courageous things a learner can do.

Through our co-curricular program, courage comes alive on the sports field as students push their limits, show sportsmanship and bounce back after setbacks. Whether it's a grand final or a first-time game, they demonstrate commitment and character under pressure.

Earlier this term, students auditioned for the Middle School Musical, *SpongeBob – Youth Edition*, showing great courage and self-belief in performing in front of their peers and families. Expressing themselves artistically requires vulnerability and we are proud of those who step into the spotlight with confidence.



Year 8 Camp



Middle School Musical, The SpongeBob Musical: Youth Edition



Project Rock-it workshop

Similarly, the courage shown in debating and public speaking builds independence and strengthens the ability to communicate effectively.

Our Outdoor Education programs provide rich opportunities for students to step outside their comfort zones. Whether they're coastering at Southport, rock climbing at Freycinet, sleeping under canvas, cooking for themselves, or building new friendships, Middle School students display independence, adaptability and self-confidence.

Through Round Square exchanges with The Southport School and Bishop Druitt College, Year 8 students have had opportunities to live and learn in new cultural settings and school environments. These unique experiences develop social understanding, open-mindedness and the courage to embrace the unknown.

When students find the courage to connect with others and engage in their community, they take powerful steps toward self-discovery and personal development.

Acknowledging Reconciliation Week, NAIDOC Week and Harmony Week invites students to explore themes of equity, identity and social justice. Speaking up, asking hard questions and being open to learning about Australia's First Nations histories and cultural diversity demonstrates social courage. It's not always easy to confront uncomfortable truths or examine one's own perspective, but our students do so with respect and curiosity.

Through initiatives like the SPEAK UP! Stay ChatTY program and the Push-Up Challenge, our students show emotional and mental bravery by talking about mental health, supporting peers in need and raising awareness around suicide prevention. Sharing personal stories or checking in on a friend requires a different kind of strength, one embedded in empathy and compassion.

Middle School is working to cultivate a positive culture of courage. Across all areas of school life, students are learning that courage isn't about being fearless, it is about facing fears with strength and integrity. Whether they're trying something new, speaking up for what's right or supporting others, our students are growing into courageous leaders, ready to make a difference.

Courage doesn't always roar. Sometimes it's the quiet voice at the end of the day that says, "I'll try again tomorrow." In our school community, we see that quiet bravery in action every single day. 🦋

MR STEPHEN COVENTRY Head of Junior School

At The Hutchins School, our mission to nurture boys into humble, kind, courageous, and respectful young adults begins the moment they walk through our doors. In the primary years, we lay the foundations not only for academic success but for the character and values that shape the type of adults our students will become.

Respect, one of our core school values, is more than good manners or polite language. It is about learning to see and value others, to listen with empathy, to treat property with care and to take responsibility for our words and actions. Raising respectful children is a gradual, intentional process and one that requires a genuine partnership between school and home.



Mr Stephen Coventry

Our whole-school approach begins with creating security through clear routines and expectations. When students feel secure, positive behaviour naturally flourishes. Through daily interactions, social-emotional learning programs and restorative conversations, we guide students to understand what respect looks like across all settings.

Raising respectful boys



Year 12 students getting ready to run with our Kindergarten students at the House Cross Country Carnival

Each week in Junior School chapel, we pose thoughtful questions that encourage students to reflect deeply, 'What could you do today to include someone else?' and 'Who are you grateful for?' These simple provocations help students connect their daily actions with developing character, fostering both kindness and humility.

Our staff are committed to modelling positive relationships with students, colleagues and families. Our Wellbeing Framework and values-based pastoral care programs ensure that every student is seen, known and supported in their growth academically, socially and emotionally. Central to our approach is recognising that fostering independence builds respect.

Rather than solving every problem, we guide students through age-appropriate challenges, helping them develop the confidence and problem-solving skills that underpin positive relationships.

Children learn as much from what they see as what they're told. Our students see values in action when Year 12 students run alongside Pre-Kindergarten children during Cross Country and when Year 5 students work with Year 2's at Lambert Park for Clean Up Australia Day. These cross-school connections model the service and community spirit we value.



Montague Stannard (Year 1) helping to tie his friend's shoelace

From the Junior School



Families play a crucial role in reinforcing these messages at home. We encourage families to discuss our reflective chapel questions each week. These meaningful conversations help students connect their behaviour with their developing sense of identity.

Together, as a community of educators and families, we shape the future of the children in our care. Our hope is that each student leaves our Junior School with minds shaped by humility, hearts filled with kindness, spirits strengthened by courage and character grounded in integrity. These values become their compass, guiding them as they step confidently forward to contribute meaningfully to the community. 🌟



(left, above) Charles Ryan and Harry Johnson (both Year 5) reading to Hutchins and Fahan School Kindergarten students as part of Tasmania Reads Week

(left) Reverend Mark Holland conducting Prep to Year 2 Chapel

Buckland House

MR MATTHEW SAYERS Head of House – Buckland

This semester, Buckland House has made every effort to embody its theme, 'Be a Part of It', through an inspired commitment to increase participation. The Prefects have led by example, rallying their peers in the House to support the Hobart City Mission with enthusiasm and dedication.

Their fundraising efforts, including the School Fair BBQ and Golf Corner, showcased the House's determination, raising significant funds for those in need.

A highlight was the Sleep Rough event in Term 2, where Buckland Prefects and students braved the cold to raise awareness for homelessness. Their commitment not only deepened empathy but also strengthened House unity.

Looking beyond community service, Buckland has thrived in inter-House competitions, with students stepping up in these competitions, enjoying some notable successes in Athletics and Cross Country, proving that participation truly makes a difference.



With sound leadership from House Captain, Tom Mansfield, Vice-Captain, Hamish Grigor and great team of House Prefects, mentor leaders and House Whip, George Cane, there has been a renewed culture of involvement ensuring every voice matters and that everybody's contribution is valued. 🏆

School House

MR MARTIN CHAMBERS Head of House – School

It has been a productive year so far for School House students, who have shown initiative and compassion through a range of service-focused activities.

Our students began the term with a successful pasta drive, collecting much-needed non-perishable food for Loaves and Fishes. This was followed by our annual Winter Clothes Appeal, where students and the broader community rallied to donate warm clothing for those doing it tough through the colder months.

One of the highlights this year has been our involvement in the School Fair, where our senior students ran a highly popular smash burger stall. Their energy and teamwork helped raise significant funds, which we proudly donated to Bethlehem House, an organisation supporting homeless men in Hobart.

Following this, a group of School House student leaders had the privilege of visiting Bethlehem House to learn more about their vital work and to see first-hand how our contributions make a difference. It was a humbling experience that reinforced the importance of giving back and community engagement.

This message was then shared back at school in House mentor groups.

Well done to all our students for their efforts and community spirit. School House continues to lead with heart and purpose. 🏆



Hugo Wilkins and Joseph Groom (both Year 12) preparing and serving smash burgers at the fair

Stephens House

MRS GIOVANNA PADAS Head of House – Stephens

This year, Stephens House has embraced the powerful philosophy of being 'one percent better', proving that small positive changes create extraordinary impacts. Stephens members have embodied this spirit across every event, turning ordinary moments into outstanding achievements.

Summer Sports Day showcased our House at its absolute finest, with team spirit and participation reaching all-time highs. The energy was infectious, as Stephens members cheered, competed and celebrated together, contributing significantly to our impressive results.

Our School Fair stall, Stephens Scoops and Swords, was nothing short of spectacular! After being trained by Sally Sunshine, Hobart's resident balloon expert, in the art of crafting balloon swords and animals and mastering the art of the perfect scoop, our fantastic

team effort raised substantial funds for our chosen charity, SPEAK UP! Stay ChatTY.

House Drama and House Music both delivered stellar performances, again showcasing our community spirit and impressive talent. Cast, crew and musicians alike deserve tremendous praise for their creativity, ingenuity and artistic flair, true testaments to Stephens House collaboration.

Perhaps our most heartwarming initiative has been our weekly reading sessions with Junior School students, where the senior Stephens students share their love of reading with the early years learners while nurturing special connections. These moments perfectly embody our one percent better philosophy, small acts of kindness creating lasting positive impacts.

Remember, every small step forward counts. Keep being one percent better, Stephens House! 🍀

Thorold House

MS LAUREN CARR Head of House – Thorold

2025 has started once again, with enthusiasm and strong House spirit. Thorold House members have also shown a sense of community that, I believe, make us stand out.

We have experienced a diverse range of inter-House competitions through music, drama and sport, as well as our own Stag Shield events where table tennis and Family Feud have taken the cake as the Thorold favourites! Our students in Thorold have come together to embody the House values of teamwork, collaboration and inclusivity. We have been so fortunate to yet again have leaders who have stepped up and embraced the challenge of leadership and demonstrated our core values for younger members of the House.

As in previous years, our chosen charity is in support of Lifeline Tasmania – not just through fundraising, but also by volunteering to give back to the Lifeline community. While raising funds is vital, it's in these acts of service where our students learn the impact that these organisations have. I am incredibly proud of and grateful for every Thorold House member and our incredible mentors for their support, enthusiasm and collegiality.

Here's to another wonderful journey in 2025 together! 🍀

(below) House Drama (L-R)
Jonathan McCallum, Quentin Boyd (both Year 10), Finn Connolly, Luca Andrews (both Year 9), Ethan Taskofski (Year 10), Qiyue (Max) Wang and Lubin Wang (both Year 12)



Senior Stephens students role-modelling reading books



MR FRASER BOLTON Head of Boarding

Almost every week I am asked by a member of our community – a teacher, parent, day student – what it is like to look after 37 teenage boys, 24 hours a day. They normally expect a straight-forward answer, and I am probably guilty of too often providing them with the answer they are looking for, that looking after a boarding house is hectic!

It's in the small moments



(above) Boarders attending an AFL match in Hobart during the Term 1 holiday program
(right) Boarders at Richmond during the Term 1 holiday program



It is a place filled with energy and organising anything is like herding cats, it is a genuinely busy place with a whole range of moving parts. Trying to co-ordinate it can be relentless, and, at times, it can feel like a whirlwind keeping up with the movement, the noise, the busy schedules, and the night time energy is unrelenting – but this is only half the story.

The reality is far more complex. For all the haphazard energy of a group of teenagers, there is an equal, but perhaps more surprising, amount of respectful calmness about our boarding students. They understand the importance of our routines and structures, they appreciate the time for conversations with each other and with the supportive adults in the boarding house. They are constantly learning about social and emotional awareness, about the importance of community and how to be there for each other.

It is our goal to promote a community fully entrenched in this supportive framework, but progress on this front can only be achieved by our entire community of staff, students and parents opting-in. It is our responsibility to, as Trent Crimm puts it in Ted Lasso, build 'a culture of trust through thousands of imperceptible moments'. We often acknowledge our events like National Boarding Week, our trips away to Bruny Island, Russell Falls or Agfest, or our tutor-group boarding competition, but the most significant moments we have as a boarding family are the conversations. The conversations we have over dinner, a cup of tea or a game of 8-ball. Even those late-night conversations when boarders are making 'toasties' instead of going to bed, with that one more question or one more scenario they need to discuss... It is in these moments that our real community is formed and strengthened, and this is at the heart of what a boarding community should look like. 🍷



(above) Boarders, Max Barrington (Year 9) and Jed Gray (Year 10)

Breaking boundaries — Hutchins students shine on the global stage

ISSC 2024 Presentation – Mr Brett Smith, Felix Yang, Ansh Garg, Lachlan Crane (all Year 10 2024) and Mr James Seddon

MR BRETT SMITH Head of
Faculty – Science

In December 2024, Lachlan Crane, Ansh Garg, and Felix Yang (all Year 10 at the time), accompanied by Mr James Seddon and Mr Brett Smith, travelled to Dehradun, India, to represent The Hutchins School at the prestigious International Students Science Conference (ISSC), hosted by The Doon School.

The ISSC is a vibrant platform designed to foster scientific inquiry, cross-cultural understanding and international friendship. The theme, 'Breaking Boundaries: Global Collaboration in Science and Technology,' challenged participants to confront pressing global issues with innovative solutions and to work together across borders, just as the scientists of tomorrow must.



Young scientists making an impact

Each student brought unique and insightful research to the conference.

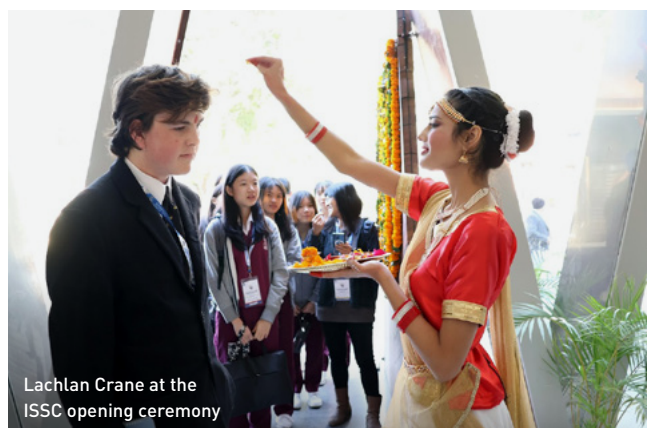
Lachlan presented his research on exploration into the nutritional and medicinal potential of Tasmanian seaweeds. His research involved analysing water content, pH levels, iodine concentrations, total dissolved solids, key analytes and microbial growth, which was aimed at understanding how these native seaweeds might offer sustainable benefits in health and nutrition.

Ansh and Felix presented research from their project on machine learning applications in medical research. They developed an AI model to improve diagnostic tools, focusing on accessibility and enhancing AI-driven image recognition for clinical use, demonstrating how technology can revolutionise healthcare.

While science was the cornerstone of their visit, the conference also offered a vibrant cultural immersion. The students participated in activities ranging from bird watching on the scenic Doon campus, to capturing live satellite images of Earth and attending a lively and interactive chemistry show.

The ISSC 2025 took place in July at Saint Pauls Co-Educational College in Hong Kong, where Year 10 students Charles Hurst, Conner Every, Harry Message, William Hou and Tengyu (Tyree) Zhou travelled to present their research titled

'How flammable is the Australian Bush: An investigation into the relationship Australian ecosystems have with fire'. They too enjoyed the cultural and scientific opportunities that this prominent conference provides. 🌿



A new era for The Hutchins School



Mr Jason Reeves

MR JASON REEVES Chief Operating Officer

The Hutchins School is undergoing a transformative chapter through the construction of the N J Edwards Hub. This ambitious project is set to redefine the campus landscape, providing a modern, sustainable and versatile space that caters to the diverse needs of students and the School community.

Purpose of the N J Edwards Hub

The N J Edwards Hub is envisioned as a central hub where the entire school community can gather. The building will house a variety of facilities, including a FIBA accredited double gymnasium catering for a wide variety of sports including basketball, netball, badminton and futsal, collaborative workspaces, a weights/cardio gym, a significant entrance foyer and events space and flexible landscaped areas.

Construction update

As of June 2025, the construction of the N J Edwards Hub is progressing rapidly. The physical structure of the building is set for completion during the next six weeks, with final concrete pours to remaining levels occurring in the coming weeks. Steelwork is nearing completion and glazing has commenced. The construction team, lead by Fairbrother, is working diligently to ensure that the project stays on schedule, with a focus on maintaining high standards of quality and safety.



N J Edwards Hub under construction

Sustainability

Sustainability is a core principle guiding the construction of the N J Edwards Hub. The building is designed to be energy-efficient and environmentally friendly, incorporating a range of sustainable features. These include solar panels to harness renewable energy, rainwater harvesting systems to reduce water consumption and high-performance insulation to minimise energy loss. Additionally, the use of sustainable building materials and construction practices aims to reduce the overall environmental impact of the project.

Landscaping

The landscaping of the N J Edwards Hub will demonstrate the School's ongoing commitment to reconciliation. A committee comprised of staff, students and parents/ carers will seek guidance and support from local Aboriginal representatives in the development and implementation of a landscape plan. We envisage that this plan will incorporate native plants and trees to create a green and inviting environment. Outdoor learning spaces and recreational areas will be integrated into the design, providing students with opportunities to engage with nature and enjoy the outdoors. The landscaping plan will include pathways, a yarning circle and gardens that will serve as tranquil spots for relaxation and reflection.

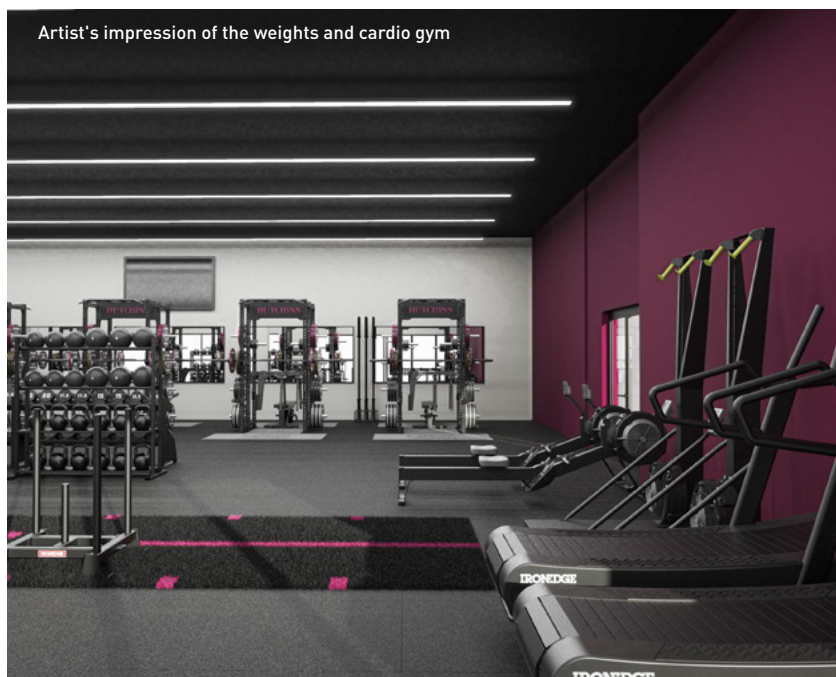


Staff and student tours

To keep the School community informed and engaged with the progress of the N J Edwards Hub, regular tours are being offered to staff and students. These tours offer a behind-the-scenes look at the construction process, allowing participants to witness the transformation of the site firsthand. During the tours, attendees have an opportunity to learn about the various stages of construction, the sustainable features being implemented and the future benefits of the Hub. The tours have been met with enthusiasm, fostering a sense of excitement and anticipation for the completion of the project.

Timeframe for completion

The N J Edwards Hub is on track for completion by March 2026. The construction team is committed to meeting this deadline, ensuring that the building is ready for use in Term 1 of the 2026 academic year. Once completed, the Hub will be officially inaugurated with a grand opening ceremony, celebrating the culmination of years of planning and hard work. The new facility is expected to become a cornerstone of The Hutchins School, providing a dynamic and inspiring space for generations of students to come. 🏡





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.





Special feature
Around the School



Internationalism at home

MR ERIK MARR Global Learning Co-ordinator

At Hutchins, the idea of global learning has long extended beyond the boundaries of geography. While international exchanges and other overseas experiences are invaluable, this year has reminded us that some of the richest inter-cultural moments happen right here on campus, with no boarding pass required.

During Harmony Week, the Junior School transformed into a hub of global celebration. Students were captivated by stories, songs and symbols from across the world. Gap staff member, Merten Mueller, shared reflections on schooling in his hometown in Germany, drawing surprised comparisons and warm laughter. Chinese Language Assistant, Mr Vic Gao, introduced five traditional woodwind instruments, each note a window into centuries of Chinese heritage. Kiarash and Sara, guests from the Iranian community, read the Persian poem 'O People, We Are All Human Beings', before filling the room with the mellow tone of a tanboor. There was reverent silence as members of the local Buddhist community performed a calming ritual, before joy returned swiftly when Lion Dancers, led by Anthony Tai ('04) and Collins Wang ('19), burst onto the scene, their energy matched only by the students' cheers.

All week, colourful outfits, crafts and stories from around the globe animated classrooms. In a particularly grounding moment, Trish Hodge, a proud palawa woman from trawlwoolway people in the North-East of lutruwita, shared stories rooted in country, reminding us all, that global understanding begins with listening to the voices closest to home.

In Year 7, laughter echoed through the Auditorium as students tried their hand (and hips!) at Bollywood dancing. Guided by Pratik Vhatkar from Rhythmz Bollywood, this Middle School celebration was more than just movement; it was a joyful lesson in tradition, harmony, and openness to the unfamiliar. At Marieville, Year 9 Global Challenge students prepared for their expedition to Fiji with a hands-on workshop led by Dr Zelinda Sherlock and Mike Dutta. From dancing and language to rituals and reflection, the workshop sparked excitement, curiosity, and the first of many inter-cultural 'aha' moments for the cohort.

Global
perspectives
without a
passport

Japanese students from Yaizu visit Hutchins and enjoy dinner at Mures Restaurant



A group of Senior School students took their learning into the community during the launch of the We Stand Together Against Racism campaign. Walking alongside community leaders, students helped carry the Harmony Dragon along Hobart's waterfront in a moving show of unity.

(above) Mrs Nancy Tung and Pre-Kindergarten students dressed up for Harmony Week

The event, held on the International Day for the Elimination of Racial Discrimination, culminated in a film screening and panel discussion that challenged students to confront injustice and imagine more inclusive futures. The entire Senior School also gathered in House assemblies for a student led forum on inclusivity and anti racism. Guest speakers, staff and students shared experiences and strategies, and together devised actions for a welcoming, inclusive, and internationally-minded school community.



Intercultural soccer match
with Migrant Resource Centre

These moments, though rooted in our local context, echo the Round Square IDEAL of Internationalism – a spirit of curiosity, empathy and respect for cultural difference. They embody the Round Square motto, *Plus est en vous* – ‘There is more in you’. Through each experience, students discover new dimensions of themselves as global citizens. They realise that understanding others helps reveal their own strengths of resilience, adaptability, compassion and that global perspectives can flourish right where we stand.

Year 12 student Sarttra (Todman) Malayanond, Round Square leader and Community Committee Chair, summed it up well:

‘These activities opened our eyes to how many people around the world are working towards the same values we talk about at school – humility, courage, kindness and respect. It made me feel part of something much bigger.’

At Hutchins, internationalism is not a distant ideal. It is woven into our classrooms, our stories, and our hearts, reminding us that, indeed, there is more in each of us than we imagine. 🌍



Year 7
Bollywood dance



Junior School dumpling making

Connections to place

How natural environments and familiar locations can strengthen wellbeing, resilience and connection to place

MR MATTHEW GROVES Director of Outdoor Education

At Hutchins we offer a wide range of outdoor experiences for students from Years 2–12. We have highly qualified staff who bring incredible assets and experience to our programs. We aim to foster a strong connection to place and opportunities for students to develop improved wellbeing, a sense of belonging and emotional resilience.

One such place encapsulating this is our camp program at our Southport campus, located in the most southern part of Tasmania. The Lyluequonny people have lived in this area for thousands of years as the traditional owners and custodians of this land. They hunted wallaby and other animals on the lagoon plains, which they managed with fire farming and lived off seal, abalone, rock lobster, mussels, swan and mutton birds. They constructed bark and reed canoes which were used to travel the vast distances to Bruny Island/ Lunawanna-alonnah and Maatsuyker Island.

In 1981, 6 acres of land was donated to The Hutchins School by Mr and Mrs Wynne Hay which was named the Stephen Hay Memorial Park in honour of their son, who attended Hutchins, with camps beginning in 1985. This land and connection to place is layered with memories of its custodians for which we will always be thankful.

Our students first encounter this campus in Year 2 during their Big Day Out, then again in Year 3, Year 4, Year 7 and Year 9. Select students later experience Southport again through their Leadership Camp at the beginning of Year 12. It is a place where a strong connection to country can be fostered over the many years of visiting.

The camps and experiences offer students the opportunity to strengthen their sense of self, to foster their emotional regulation and interact with their peers.



Campfire cooking

At Southport, our students develop a strong sense of belonging and agency. They become familiar with the rhythm of the seasons and the layering of experiences over the years – to walk, swim, surf and play along the coastal beaches, to coasteer beneath the dolerite cliffs and campout under the vast southern sky.

Over the years, they bring with them many memories and are guided by a strong connection to place and country.

Outdoor camps at Southport offer students the opportunity to be go beyond their comfort zones and build on capacities such as resilience, empathy and self-growth.

Canoeing at Southport, 1981





Year 7 coasteering at Southport

Whether it is sleeping in tents, navigating unfamiliar terrain, coasteering or kayaking, students are often working at overcoming challenges, building self-confidence and strengthening relationships. They are learning patience, perseverance and adaptability. By visiting the same place over time, it enhances a strong emotional and sensory connection to place, it becomes a part of their own personal schooling story map.

We are grateful for the last 40 years of Southport camps and are looking forward to continuing to grow memories and connection to place for many students into the future. 🌿



Mr Hay and Year 10 campers sailing, 1986



Composing our future — celebrating music at Hutchins

Yuning (Kevin) Shen (Year 11
2024) conducting his own
composition *Odysseus*
at Speech Night 2024



MR GREG STANTON

Head of Faculty – Music

It's been a dynamic and eventful past 12 months for Music at Hutchins.

Late in 2024, we hosted the much anticipated Broadway Spectacular Evening, featuring our talented vocal students. We were also visited by musicians from the Tasmanian Symphony Orchestra who taught some of our Junior School students about the science of sound. Our aspiring conductors also completed their Orchestra Conducting Training course for the year, a state first, and were warmly congratulated by chief conductor of the TSO, Eivind Aadland. This training inspired student, Yuning (Kevin) Shen (Year 11 2024), to compose and conduct his own composition, *Odysseus*, for the 2024 Speech Night celebration.

We rounded off the year with the final concert with the theme of 'Film Music', where all our flagship ensembles performed. It was a fitting farewell to our seven senior musicians who were graduating from Hutchins.

Then came 2025. So far, our musicians have performed at Grandparents' Day, Hobart Eisteddfod, St David's Cathedral lunchtime concerts and Mother's Day performances. We also regularly contribute to the Anzac Day service, as well as notable performances for our charity partners such as Lifeline.

As always, House Music proved to be a highlight on the School calendar, showcasing the enthusiasm and talent of our students and this year was no exception. We were also privileged to host the Brigham Young University Orchestra during their Australian tour, an inspiring experience for both students and staff.

Another major event was the annual Gladwyn Concert, held in collaboration with St Michael's Collegiate, which featured performances from our combined strings and band ensembles.

All in the same month, our vocal students took part in Evensong Mass at St David's Cathedral, while our emerging rock musicians performed at the School's SPEAK UP! Stay ChatTY Shorts Day, supporting a vital cause through music.

The year may be halfway over, but there's still a tremendous amount of music waiting to be created and we can't wait. 🎵

(below, top) Hutchins choristers performing at Evensong

(below) Junior School class songs with Mrs Anna Maguire



MRS MICHELLE WEEDINGHead of Faculty – Visual and
Performing Arts

It's been a vibrant and dynamic year for the Visual and Performing Arts Faculty and we're thrilled to share some of the outstanding achievements and events that have kept our creative spaces buzzing.

Senior Dance Troupe at the Sunshine
Coast Dance Eisteddfod

From rehearsals to the spotlight

Senior Dance Troupe shines on stage

Our Senior Dance Troupe recently represented the School at the Sunshine Coast Dance Eisteddfod in Queensland, delivering a series of powerful performances that brought home exceptional results. The troupe took out 1st place in Hip Hop and secured 2nd place in the Song and Dance category. Their artistry continued to impress with additional placings across Jazz and Contemporary group routines. A number of our soloists also competed, receiving high praise and excellent results. The troupes have recently competed in the Southern Tasmanian Dancing Eisteddfod and are preparing for the Hutchins Dance Showcase.

Middle School makes a splash

The energy in our Middle School has been electric as students prepared for their production of The SpongeBob Musical: Youth Edition!

The excitement was palpable as the cast brought the vibrant underwater world of Bikini Bottom to life. From jellyfish choreography to heartfelt solos, it was a spectacular show filled with colour, humour and an infectious spirit of fun.

Senior Drama brings the house down with Get Smart

Our senior Drama students recently presented the classic 1960s spy parody Get Smart to sold-out audiences. With its blend of slapstick comedy, clever dialogue and period-perfect flair, the production was a resounding success, showcasing the talent and commitment of our senior performers. It was a nostalgic and hilarious journey that had audiences laughing from start to finish.

House Drama – tradition meets creativity

As always, House Drama proved to be a highlight on the School calendar. Students across all Houses worked hard to script, direct and perform original pieces in

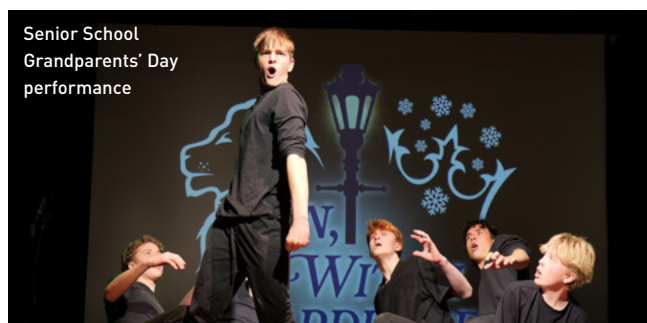
Middle School Musical, The SpongeBob
Musical: Youth Edition

what was a celebration of camaraderie, ingenuity and school spirit, with Thorold House taking the win this year.

School of Performing Arts

Our SPA students are immersing themselves in a lot of creative activity as they prepare for an exciting season of performances and competitions. Our talented musicians are hard at work, rehearsing for upcoming concerts and eisteddfods, showcasing their technical skills and passion for music.

Dancers are refining their solos in preparation for competitive performances. The Drama group is deep in rehearsals for Trackers, a compelling and relatively new Australian play that explores themes of artificial intelligence and an imagined future exploring the relationships between humanity and technology. 🤖

Senior School
Grandparents' Day
performance

2025 sport snapshot

MR JASON BERRY Director of Sport

In the early part of 2025, students across the School enthusiastically engaged in a diverse range of sporting activities. With more than 25 sports on offer, Hutchins provides opportunities for every student to find an activity that aligns with their interests, skills, commitments and goals.

Cricket

Under the direction of new Head Coach, Alex Doolan, students in the School's cricket program continued to build on the strong foundations of previous seasons. After an outstanding run, Hutchins cricketers remained undefeated in all rostered SATIS cricket games and claimed victory in the SATIS First XI T20 competition in Launceston on their way to winning both the SATIS First and Second XI State Finals on the War Memorial Oval.

The senior team were well led by Captain, Joseph Groom (Year 12), with the Most Valuable Player and Best and Fairest awarded to Jericoh Dickins (Year 11) after a fantastic season with the bat and ball. The 2024/25 seasons also assisted with the selection of our next touring team as we look forward to the First XI travelling to England, Scotland and Ireland in July 2026.



Hutchins First XI Cricket team

Sailing

Hutchins Sailing teams showcased their undeniable talent, by taking out 1st, 2nd and 3rd places at the Tasmanian School Teams Racing Sailing Championships held on the River Derwent in April. The unprecedented result leaves Hutchins with two teams taking up the invitation to attend the Australian Schools Teams Racing Championships in July. We wish the team all the best as they embark on the upcoming competition.

Rowing

The Hutchins Rowing program experienced strong growth in student and volunteer participation in the 2024/25 season. The dedication and hard work of all involved in the program led to success across a wide range of events and carnivals. One of the highlights of the season came at Lake Barrington, where the First Eight rowers once again claimed victory in the SATIS Head of the River, a fitting reward for years of perseverance and commitment. It was also pleasing to see the growth in our U16 rowers as they too took out their eights race. The Open and U16 Eights also proudly represented at the Australian National Championships, where both teams made their respective A Final, an outstanding performance on the national stage.

Tennis

The Hutchins First Tennis team capped off a flawless season by competing against Marist Regional College in the SATIS Tennis Final. The team, represented by William Bird (Year 12), Lucas Akl (Year 12), Jonathan Eslake (Year 12) George Goddard (Year 10) and Gus Turner (Year 10) demonstrated outstanding sportsmanship and an exceptional standard of tennis. Their dominant performance resulted in a convincing 6-0 victory over Marist Regional College.

Australian Rules Football

The Hutchins Australian Rules Football program celebrated another fantastic year under the tutelage of Head Coach Nick Probert, highlighted by the First XVIII making it through the season undefeated and earning the right to host the SATIS State Final. On a clear winter's day on the War Memorial Oval, the Hutchins team were unable to defeat a classy Guilford Young College squad in a great display of football. Whilst falling agonisingly short in the final, enormous advances were made around the culture and direction of the playing group.

Carnival success

At the SSATIS Athletics Carnival, held at the Domain Athletics Centre, a squad of 55 Hutchins students competed with great distinction.

After a well-rounded team performance, the team won two of a possible three competition shields: the Junior Boys Shield and the Boys Aggregate Shield. Following this, a smaller representative team competed at the state-wide SATIS Athletics Carnival in Launceston, where Hutchins continued their impressive form, with the team taking out the Year 7–12 Boys Aggregate Shield.

Success also continued at the SSATIS Cross Country Carnival, again held at the Domain. A dedicated squad of 50 athletes delivered an excellent team performance, winning the Junior Boys Shield, finishing second in the Senior Boys Shield, and winning the Boys Aggregate Shield.

Congratulations to Douglas Poskitt (Year 8) and Harry Pilkington (Year 10) for wins in their respective races. A smaller group of students then tackled the challenging Symmons Plains course at the All-Schools Cross Country Carnival. In a remarkable day, five Hutchins students recorded top five finishes in their respective age groups. 🏆



Hutchins Australian Rules Football
First XVIII



SATIS Cross Country Team



Hutchins First Eight and U16
rowing teams at the Australian
National Championships



Hutchins First Tennis team after
winning the SATIS Final



SATIS Athletics Team



Hutchins Sailing teams at the
Tasmanian School Teams Racing
Sailing Championships

From Sandy Bay to Singapore

Hutchins students representing at the SB20 World Championships

HENRY SMITH (Year 9)

In January, a team from The Hutchins Sailing Academy were honoured with the opportunity to represent the School and Australia at the 2025 SB20 World Championships in Singapore. For students Charlie Birch (Year 10), Jack Saul ('24), Casper Birch ('24), and myself, this was not only a test of sailing skill but a journey of growth, resilience and discovery.

Competing on an international stage and against a field that included seasoned adult sailors, World Champions, and even Olympic medallists was both humbling and exhilarating. This event marked the first time any of us had competed in a world championship outside the youth class, and we were proud to rise to the challenge.

Our team was supported by dedicated facilitators Carsten and Emma Birch and we were especially grateful to have Mr Greg Rowlings there with us, not only as a chaperone but also as an invaluable coach.



His knowledge, leadership and calm presence played a crucial role in guiding us through the highs and lows of the competition.

Over the course of five days (four of which included racing) we competed in a total of 11 races. Despite the demanding conditions, including oppressive heat, long daily sails just to reach the race course, mechanical issues with the boat, and even stolen equipment upon arrival, we remained focused and determined. In one particularly difficult moment, we were forced to miss a race due to rudder damage. Still, we carried on.

Our initial goal was to place among the top five youth teams and within the top half of the overall fleet of 53 teams. While we narrowly missed that mark, finishing sixth among youth teams and 35th overall, we were proud of our steady improvement throughout the regatta, with our final race being our strongest.

What set this experience apart wasn't just the competition, but the camaraderie, leadership, and values upheld throughout, the courage instilled in us at Hutchins and a shared sense of resilience. We learned not just about sailing at the highest level, but also about ourselves and what it means to represent our school and country on a world stage.

On behalf of the team, I would like to extend my deepest thanks to the School and to Mr Greg Rowlings for making this opportunity possible. This experience was truly transformative and one that I will carry with me for years to come. I sincerely hope that the SB20 program continues on, so that future students can take the helm and chase their own world championship dreams. And who knows, maybe I'll be back one day, still chasing that top-five finish! 🏆

(below) Hutchins team – Charlie Birch (Year 10), Jack Saul ('24), Henry Smith (Year 9), Casper Birch ('24)



From the Parents' Association

SHIRL BADENACH President, The Hutchins School
Parents' Association

It has been a very busy start to 2025 for the Parents' Association!

Our year started with assisting at the New Parents Welcome Evening in the Nettlefold Library in February, followed by running the BBQ at the first Open Day of the year in March, where we served the largest number of attendees in recent years.

School Fair on the War Memorial Oval



Parents' Association BBQ at March Open Day



Parents' Association members at the School Fair

In April, we held our School Fair on the War Memorial Oval and surrounding areas, which was the first time on these grounds. The event was a wonderful success. Despite a slight concern about the weather forecast, the Fair was held in lovely mild and rain free conditions. The Hutchins School community turned out in full force and a large crowd attended. Various school groups and committees ran stalls and we were very pleased to be able to support the fundraising efforts for our school. It was great to see the School's brand new dunk machine in action for the first time. This dunk machine was purchased by the Parents' Association at the end of last year and arrived just in time! A huge thank you to all stall co-ordinators for your hard work in organising your stalls and arranging for the volunteers to assist you.

Members of the Parents' Association and other parent/carer volunteers have also supported the Community Relations Team with the running of three separate Grandparents' Days held in May and June. As always, these events were very popular and well attended by a large number of grandparents and special friends of students from Pre-Kindergarten to Year 12. A wonderful time was had by all who came along.

Lastly, I would like to thank the Parents' Association members, and the parents/carers who have given their time through attendance meetings and volunteering at events. Thank you also must go to the Community Relations Team for your continued support of the Association.

On behalf of the Association, I encourage all parents/carers to become 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 www.hutchins.tas.edu.au/parents

From the Hutchins School Old Boys' Association

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



Over 80's Incat visit, July 2025

In 2025 the Hutchins School Old Boys' Association (HSOBA) have continued to connect with our community through regular events in Tasmania, interstate and overseas.

Our events program began with our annual Golf Day, which was a successful day at Kingston Beach Golf Club. \$3,330 was raised, which is the first of three fundraising opportunities being donated to support the charity Home Base.



HSOBA London Reunion, June 2025

We again joined with St Michael's Collegiate to host a very successful reunion in Melbourne during May. The feedback received from those who attended the gathering of approximately 70 Hutchins and Collegiate alumni has been more than encouraging and we look forward to combining again for future events.

A reunion of Hutchins alumni was also enjoyed by all who attended the Naval & Military In and Out Club in London in June. The look on some of the faces after reuniting with old school mates was worth bottling! This followed a successful reunion at the China Club in Hong Kong earlier in the year.

Early in July, approximately 40 Over 80's gentlemen gathered at Incat shipyard to be met by Dr Robert Clifford AO ('61), who graciously provided a tour of his world-famous workplace and the progress of building the world's largest battery-electric ship.

Robert has been building world leading vessels here in Tasmania for over four decades and he describes this vessel as "the most ambitious, most complex and most important project" he has ever delivered. It is not only the largest electric ship in the world but also the largest electric vehicle of its kind ever built. Those lucky enough to be in attendance as Robert answered questions and provided a description of the build, I'm certain were paying more attention than they were in their classroom in the early 1960s!

Thanks must go to David Brammall ('56) for organising this enjoyable and fascinating event.

As I write this article we are looking forward to Anniversary Week in August, the multi-years reunion, together with interstate gatherings on the Gold Coast, Brisbane, Sydney, Canberra and our Ray Vincent Lunch towards the end of 2025.

These reunions and community events are an important focus of our committee's work as is the further development of our mentoring program – but associations like ours cannot remain still. We must develop and advance whilst retaining a timeless focus on our core reason for existence.

With this in mind, members of the broader Hutchins community and relevant staff met at the University Club in May for a Brand Foundation Workshop, facilitated by Matthew Fishburn ('99).

This provided those in attendance with an opportunity to think creatively about who we are, what we stand for and the role we want to play into the future. The next step is to devise a plan, and we are excited to see how the contributions and recommendations made can provide even a better service to our valued HSOBA community. 🍷

Purposeful giving — sustaining the mission

MR JOHN GROOM ('86)

Director of Advancement and
Alumni Engagement

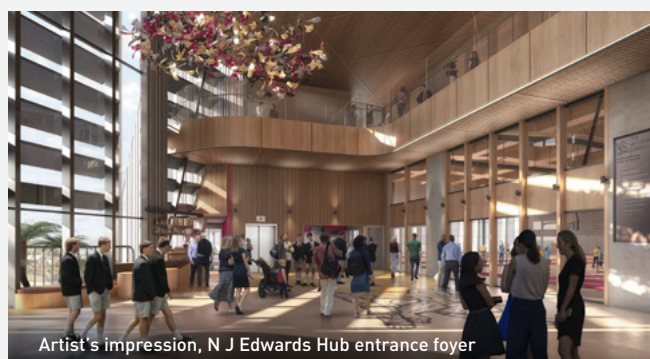
At the end of last year, we proudly celebrated the conclusion of the Make Your Mark campaign, an extraordinary chapter in the life of our school. With a final total of \$22.8 million raised, this collective achievement stands as a testament to the generosity, belief and shared vision of our community. On behalf of the School and the Advancement Office, thank you.

Hutchins exists to inspire boys to achieve their best and serve others, nurturing character and instilling the values of humility, kindness, courage and respect. Everything we do in the Advancement Office is inspired by this mission.

'When we give together, we grow together as a community.'

In 2025, our focus shifts from celebration to stewardship. As the N J Edwards Hub nears completion, we are committed to recognising and thanking the many donors who helped bring this transformational project to life. The N J Edwards Hub is more than bricks and mortar, it is a place that will foster connection and curiosity for generations to come.

With the momentum of the campaign behind us, we are turning our attention to the future. *Strategic Directions – 2025 and beyond* outlines a bold and ambitious path to build a successful, sustainable and enduring giving program that supports scholarships, endowment and future priorities outlined in the School's Master Building Plan. We will continue to pursue best practice, harness innovation and engage with our alumni within Australia and elsewhere.



Artist's impression, N J Edwards Hub entrance foyer



Mr John Groom

We have recently introduced a formal *Fundraising Code of Ethics* to guide our work. We are committed to upholding the highest ethical standards of integrity, transparency and respect for donor intent. The Code is available at www.hutchins.tas.edu.au/giving/code-of-ethics.

None of this would be possible without the unwavering support of our donor community. Whether you have given time, resources, or encouragement, your belief in our mission continues to shape the future of Hutchins. Together, we are building a legacy of opportunity, character, and excellence. Thank you. 🐘



We invite you to
Take Your Seat in the
N J Edwards Hub, the
heart of our community.



Scan me

Seats are still available.
Your generosity will
be recognised with a
personalised plaque on
the back of a seat of
your choosing.

takeyourseat.hutchins.tas.edu.au

Sliding doors — the campus that could have been

MRS ANNA BEATTIE Advancement Manager



Handover of Macquarie Street site, 1965
Image by A Stephenson

Did you know the School once planned to relocate the Senior School to Berriedale? By the late 1940s, the Macquarie Street campus had become inadequate for the needs of a modern education. Space was limited, enrolments were capped and the facilities no longer supported the evolving demands of learning, play and wellbeing. A new era called for more light, more room to move and better environments for students to thrive.

The School's future was shaped by the foresight, courage and conviction of many, including Francis Foster during his tenure as Chairman of the Board of Management.

In 1949, a bold announcement was made: the Board had purchased 364 acres of land between Berriedale and Claremont, with the intention of relocating the Senior School to this expansive new site. At the same time, the Sandy Bay property, already home to the Sub-Primary School (now known as the Junior School), was earmarked for further development.

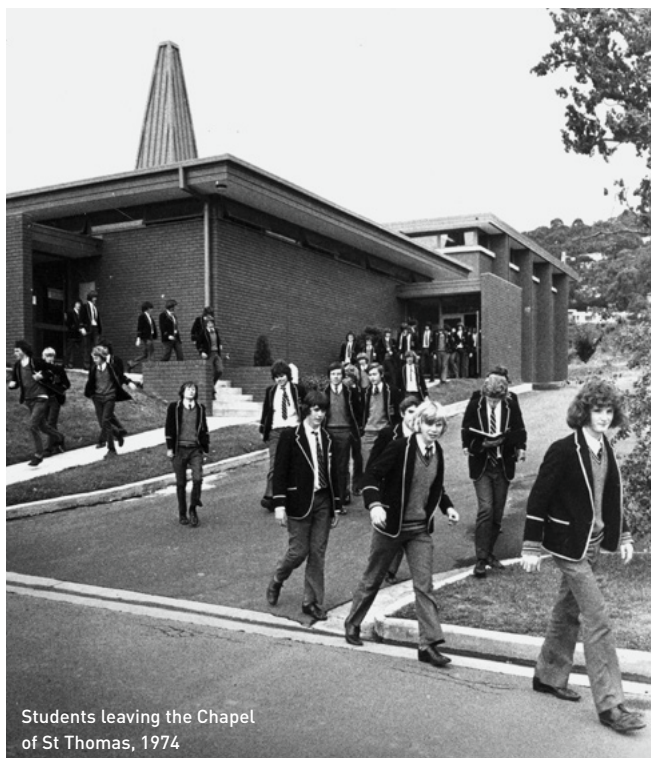
The vision was to consolidate the younger year levels and the boarding house at Sandy Bay, while establishing a new Senior School at Berriedale.

The Board recognised both the urgency and the opportunity. Their vision was clear:

"To give the children of coming generations the opportunity to develop fully their characters and talents under the best possible conditions — not only with advantage to themselves, but to the lasting benefit of the State."

Those words continue to resonate today. And while the Berriedale vision was ambitious and inspiring, practical considerations eventually led the Board to focus its efforts on Sandy Bay. In 1962, the long-term plan for Berriedale was formally set aside and the School committed to consolidating the entire campus at Sandy Bay.

That decision proved to be a defining one. Today, our campus reflects generations of philanthropy, stewardship and leadership.



Students leaving the Chapel of St Thomas, 1974

The N J Edwards Hub, set to become the heart of our school, carries forward the spirit of the original vision. It symbolises our continued commitment to providing every opportunity for each student to become their best, just as Francis Foster and the Board aspired to do over 75 years ago.



Opening of boarding house, 1964
Image by Sir Charles Gairdner (*The Mercury*)

On 25 June, we had the privilege of welcoming many of the former Board Chairs back to the School. Together, they toured the N J Edwards Hub site and we took the opportunity to acknowledge and thank them for their contributions, which have enabled the School to be in a position to realise this remarkable project.

It was a special occasion, one we believe marked the largest-ever gathering of Hutchins former leaders.

As we look to the future, we do so as custodians of a school built on bold ideas and enduring values. The courage and commitment of past leaders continues to shape our direction and it is our shared responsibility to carry that spirit forward for the benefit of generations to come. 🍷

References: *The Hutchins School Magazine*, June 1950 and December 1957



(left) Board Chair event, 2025

Back row – Gene Phair ('87), Lance Balcombe, David Morris ('78), Andrew Walker ('82), Harvey Gibson ('70), Brent Palfreyman, OAM ('62)

Front row – Scott Harvey ('79), Nick Heath ('78), John Clennett ('68), Picton Hay ('54)

Honouring the past — Reinterment Service at Cornelian Bay

MS LAURA BIRD Marketing and Communications Manager

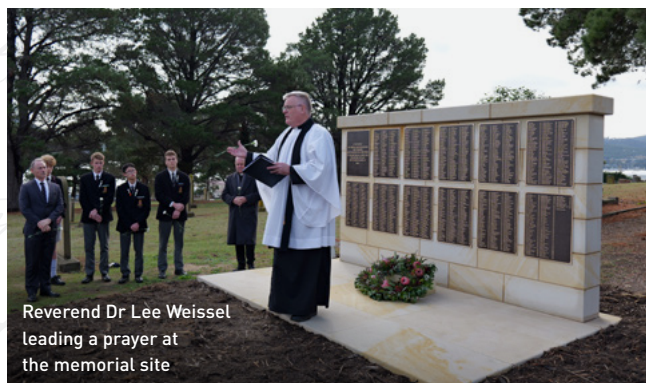
On Wednesday 11 June, The Hutchins School held a deeply significant Reinterment Service at Cornelian Bay to honour nearly 2,000 individuals whose remains were uncovered during the construction of the N J Edwards Hub. This service marked the culmination of what is believed to be the largest exhumation project in the Southern Hemisphere — a project that not only required immense technical care but also carried profound historical and emotional weight.

The remains belonged to people originally buried at Queenborough Cemetery, which operated in Sandy Bay from 1873 until the 1930s. What lay forgotten beneath the surface of a playing field at Hutchins was rediscovered during the redevelopment of the School site — the original, untouched graves of 1,981 individuals. Through careful archaeological work, these lives were brought back into historical memory. As Principal Dr Rob McEwan reflected during the service, “To be reinterred is not to be forgotten, it is in many ways, a return. A return to the earth with dignity. A return to rest among loved ones. A return to peace.”

The monumental task of exhumation and documentation was led by archaeologist Brad Williams and his team from Praxis Environment.

Their meticulous efforts ensured each individual was handled with dignity and care. This was not merely a technical process, it was, as Dr McEwan described, “a profoundly human one.” The archaeological team’s dedication has made a lasting contribution to Tasmania’s collective memory and helped to preserve an important, if once hidden, part of Hobart’s heritage.

The service at Cornelian Bay was attended by school representatives, members of the public and descendants of those originally buried at Queenborough Cemetery. Many shared family stories and connections with each other, bringing another layer of meaning to the event. For those unable to attend in person, a livestream was made available, allowing broader community participation in this moment of shared remembrance. 🖤



Reverend Dr Lee Weissel leading a prayer at the memorial site



Students paying their respects at the memorial site



Senior School Vocal Ensemble performing at the Service

Did you know?

Among those reinterred was **Philip Palmer**, a Hutchins Old Boy whose life and legacy are closely linked to the School’s early history. A student of Hutchins in the early 1850s, Philip’s peer year was 1853. He passed away on 7 August 1911, aged 77, and was laid to rest at Queenborough Cemetery. Remarkably, Philip was the nephew (by marriage) of Archdeacon William Hutchins himself — his mother, Harriet Owen, was the sister of Rachel Hutchins, wife of The Hutchins School namesake. His reinterment not only reconnects us to the early generations of the School but also deepens our understanding of Hutchins own familial and historical roots in the Hobart community.

For further information and to explore the full story, visit www.hutchins.tas.edu.au/former-queenborough-cemetery-exhumations



STAFF MEMBER
Warwick Dean

“Warwick was a kind, warm and generous man. He was always there for the staff and boys in the good times and hard times. Warwick was passionate about boys’ education with the Power of 9 being an enduring legacy of his time at Hutchins.” – Colleague

Employed at Hutchins (years) 2007–2016

Position held at the School Headmaster

Additional professional educational positions whilst at Hutchins

Board Chair Independent Schools Australia, Board Chair Independent Schools Tasmania, Board Member Association of Heads of Independent Schools of Australia, Board Member Tasmanian Qualifications Authority

Who were some of your close work colleagues?

Barrie Irons, Jenny Self, Ian McQueen, Jenny Manthey, Dr Jill Abell, Chris Rae, Rev Lee Weissel, Mr Denis Bishop, Dr Adam Forsyth, Peter Symons, Mr Ken Kingston, Roger McNamara, Mrs Carol Marshall, Mrs Sandi Webb, and Mrs Amanda Husband. There were many more, but these were my close contact colleagues.

I really enjoyed working with and for staff at The Hutchins School and as a team, I will always regard their collective attribute as caring deeply in a holistic manner for all students. They were skilled professionals and willing to put students first to improve their education outcomes.

Where are they now?

CHRIS RAE Head of Senior School (2001–2008)

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

Being able to continue to steer change in culture within the School to examine the meaning of ‘A Good Man’ and promote the attributes of being a citizen, locally, nationally and globally.

Planning for and executing the continuous improvement of education outcomes and pathways for students. Developing and nurturing a transitional period for Middle School graduates entering Year 9, the Power of 9.

Developing and implementing a clear ‘Hutchins Brand’, physically and metaphorically.

Conceptualising and working with Executive teams to build the Foundation Centre, additional Middle School classrooms and refurbished library, a new Junior School facility, Senior School study centre/classrooms and library, refurbishment and naming of Burbury House, creating a secure entry to the Junior School and additional classrooms, securing a Year 9 campus site and securing the long-term use of Queenborough Oval.

If you were to reflect on today’s education programme?

I’m delighted to note the continued progress of the celebration of boys’ education and the successes in a widening range of activities within and outside The Hutchins School.

What does life after Hutchins look like for you?

Travelling Australia, Asia and Europe and enjoying archery, lawn bowls, yachting and currently working part time at Monash University. Zulu still a close, happy and healthy companion. 🐶

Recent donations to the School

MS KATIE RICHARDSON Archivist

Below is a list of items donated to the Hutchins Archives and Heritage Collection since publication of *Magenta and Black*, 2024.

Centenary magazine, 1946, belonging to R J Hudson ('32), donated by M J Hudson ('62).

Cufflinks, date unknown, belonging to long-serving Science teacher O H Biggs (1939–66), donated by Professor J Biggs AM ('52).

Prefect's badge, 1951, belonging to and donated by Professor J Biggs AM ('52).

Speech Night programs, 1932 and 1941, belonging to J D Moir (e1932), donated by S Moir.

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. 🐼

Vale

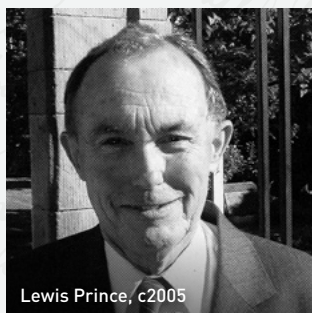
MS KATIE RICHARDSON Archivist

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

PRINCE, Lewis Robert Geoffrey	Past staff	6 July 2024
COOPER, Nicholas Desmond	Old Boy 1970	14 July 2024
CALVERT, David Geoffrey Briant	Old Boy 1947	6 August 2024
LONEY, Thomas Samuel	Old Boy 1955	10 August 2024
WINTERS, Gregory Frances	Old Boy 1966	15 August 2024
FITZGERALD, Sam William	Old Boy 2000	21 August 2024
MACKEY, Stuart Charles	Old Boy 1977	24 August 2024
BOWDEN, Timothy Gibson	Old Boy 1954	1 September 2024
HENRY, Nigel Rutherford	Old Boy 1954	22 September 2024
TUMNEY, Guy William	Old Boy 1964	7 October 2024
TRETHEWEY, Alan Stanley Thomas	Old Boy 1947	19 October 2024
LINCOLNE, Terence Boreham	Old Boy 1964	11 November 2024
CLOUDSDALE, Albert (Bert) George	Old Boy 1947	12 November 2024
BEST, Michael John	Old Boy 1948	15 November 2024
GRAVES, Alan Maurice	Old Boy 1947	21 November 2024
SHEPHERD, Harry Ernleigh	Old Boy 1951	22 November 2024
PALFREYMAN, Andrew John	Old Boy 1979	27 November 2024
CAMPBELL, Alistair Andrew	Old Boy 1990	13 January 2025
SHARP, Derek Granville	Old Boy 1937	16 January 2025
DAWSON, Stuart Elbert	Old Boy 1965	8 February 2025
MARTYN, Jake	Old Boy 2022	8 February 2025
DAVIS, Stanley Lee	Old Boy 1959	16 March 2025
RATTEN, John (Tim) Hugill Greaves	Old Boy 1957	22 March 2025
SORELL, William (Bill) Alexander	Old Boy 1965	1 April 2025
OWEN, Jonathon Erik	Old Boy 2001	4 April 2025
RADFORD, Anthony James	Old Boy 1953	30 April 2025
MULLER, Timothy John	Old Boy 1945	27 May 2025
COX, Anthony James	Old Boy 2003	28 May 2025
KEAN, John Kenneth	Old Boy 1960	17 June 2025
MCCREARY, Fraser Lawson	Old Boy 2012	17 June 2025
SELF, Roger John	Old Boy 1959	2 July 2025

The Hutchins School would also like to note the passing of David Charles Calvert ('64) in 2020 and John David Henry Muir ('46) in January 2024.

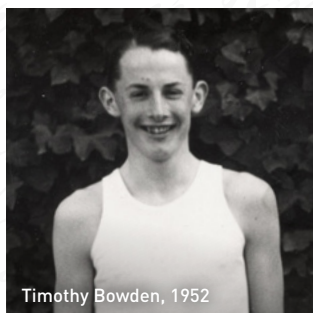
NB Year following Old Boy designation refers to the leaving year, assuming the student completed Year 12. If this is unknown the student's entry year will be given e.g. Old Boy e1924.



Lewis Robert Geoffrey Prince (1940–2024)

Mr Lewis Prince began his career at Hutchins in October 1981 when he joined the staff as Assistant Bursar. Mr Prince became Bursar in mid-1982 and retired in 2005. Along with praising Mr Prince's financial acumen, Principal Mr Bill Toppin wrote in the 2005 Virtus that Mr Prince's 'passion for trees is not well known: his care and husbandry of many of the oak and plane trees that have been planted demonstrate his foresight and patience. The grove near the Junior School Tuckshop and the trees in the front garden are his special pride.'

Mr Prince was a well-respected member of the Hutchins community and his contributions to the School Board and the Hutchins Foundation are well documented. Mr Prince is survived by his wife Margaret, as well as his children and grandchildren. 🌿



Timothy (Tim) Gibson Bowden (1937–2024)

Tim Bowden (no. 3857) entered Hutchins in February 1946. By the time Tim had left in 1954, he had thrown himself into nearly every aspect of the School and took every opportunity presented to him.

A proud member of School House, Tim competed in cross country, tennis, rifle shooting and rowing, was a member of the Dramatic Society, contributed to the Junior School Journal.

Tim won the Junior Hudspeth Prize Essay, was a member of the Magazine and Library Committees, was a member of the Literary and Debating Society, was School House Captain of Sailing, regularly took part in 'Social Services', was promoted to Platoon Commander in the Cadets, won the Stuart Prize Essay Competition, performed in the Pirates of Penzance, sang extracts from Handel's Messiah at Speech Night, received a cap and colours for athletics and received a Commonwealth Scholarship upon graduation. Then, as if that was not enough, he returned in 1955 to play the main character in the school performance of HMS Pinafore!

Post-Hutchins, Tim became a world-renowned broadcaster, journalist, oral historian and author. Tim worked as a producer and radio

interviewer for the BBC in the UK, before returning to Tasmania to join the ABC, where he worked for most of his career. During the 1960s, Tim was a foreign correspondent based in Singapore and covered the Vietnam War. From 1986–1994, Tim hosted Backchat and produced This Day Tonight. During the latter part of his career, Tim went on to produce several documentaries, wrote eleven books, and was appointed a Member of the Order of Australia in 1994.

In his personal life, Tim was a loving husband to Ros (dec) and is survived by his children and grandchildren. Tim was a highly respected member of the Hutchins community and will be sorely missed. 🌿

(above, left) T G Bowden pictured as part of the Cross Country team, 1952

A special tribute to Derek Granville Sharp (1920–2025)

Derek Sharp (no. 3369) attended Hutchins 1935–1937. Although only at Hutchins for a short period, Derek was a well-respected member of the Hutchins community, passing away at the age of 104 years and 6 months.

Post-Hutchins, Derek served in the Korean War in the 1st Battalion of the Royal Australian Regiment and went on to become a Brigadier in the Australian Army. He received an OBE in 1953.

Derek was the much-loved husband to June (dec) and is survived by his children, grandchildren and great-grandchildren. 🌿



D G Sharp (back row third from left) pictured as part of the Cross Country team, 1937

2026 term dates

Term 1

- Monday 5 January – School Reception opens
- Monday 2 February – Term 1 commences
- Friday 17 April – Term 1 concludes
- *Easter Break Friday 3 to Tuesday 7 April*

Term 2

- Tuesday 5 May – Term 2 commences
- Friday 10 July – Term 2 concludes

Term 3

- Tuesday 28 July – Term 3 commences
- Friday 2 October – Term 3 concludes

Term 4

- Monday 19 October – Term 4 commences
- Wednesday 9 December – Term 4 concludes
- Friday 23 December (midday) – School Reception closes

2026 celebratory dates

- Friday 28 November – Year 12 Leavers' Dinner
- Thursday 3 December – Junior School Awards Celebration
- Tuesday 8 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 visit www.hutchins.tas.edu.au/communique where you can also view the newsletter.



HUTCHINS
ESTABLISHED 1846

THE HUTCHINS SCHOOL

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

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