



THE HUTCHINS SCHOOL

Annual Report 2021





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Annual Report Summary

General information

The Hutchins School is an Anglican day and boarding school for boys from Pre-Kindergarten to Year 12. Established in 1846, it is one of the oldest continually operating schools in Australia. The school had an enrolment of 1082 boys from Pre-Kindergarten to Year 12 with 31 boys from Year 7 to Year 12 living onsite in the boarding house. The capacity of the boarding house enables up to 65 students and 7 staff to live onsite.

The school is divided into three sub-schools – Early Learning Centre and Junior School, Middle School and Senior School – located on one extensive site in Sandy Bay. The school also owns an Outdoor Education facility at Southport, approximately 100km south of Hobart as well as leasing a property on Marieville Esplanade, Sandy Bay that is used as an outdoor education facility specifically for the Power of 9 program and Marine Studies courses. The campuses are co-ordinated and connected with a shared vision, mission and core values.

The School's vision is to provide an inspirational education where each student strives to achieve their personal best and is willing to serve their community as an informed and active citizen. A culture of leadership and a sense of community and service, based on Christian values, is integral to our vision and mission.

The Hutchins School is a founding-member of the [International Boys' Schools Coalition](#) (IBSC) and an accredited member of the [Round Square](#). Round Square is an internationally diverse network of 200 like-minded schools in 50 countries that connect and collaborate to offer world-class programmes and experiences, developing global competence, character and confidence in our students.

Round Square schools share a commitment to the full and individual development of every student as a whole person through the simultaneous realisation of their academic, physical, cultural and spiritual aspirations. This is achieved through personal development and responsibility, service, challenge, adventure, and international understanding.

Academic application and achievement are valued and celebrated from Pre-Kinder to Year 12. The School has a reputation for high achievement with highlights in 2021 including:

- The Hutchins School Children's Service, including Pre-Kindergarten, Kindergarten, Outside School Hours Care and Vacation Care were awarded an overall rating of Exceeding the National Quality Standards. This award reflected a consistently high-quality practice, commitment and understanding across all seven Quality Areas and placed the School as the highest ranked early learning provider in Tasmania.
- The Hutchins School had 94.2% of students awarded the Tasmanian Certificate of Education compared to the State average of 59.6% of students.
- 26.51% of Year 12 students placed in the top 10% of the state.

- Seven students received an ATAR above 99 (top 1% of the state)
- 24 students achieved the highest score possible in at least one pre-tertiary subject
- The breadth of the Vocational Education and Training (VET) program at Hutchins enables students to tailor their educational pathway to pursue personal career and learning goals. In 2021, students completed VET qualifications in Tourism/Hospitality, Maritime Operations, Automotive, and Construction with some already securing apprenticeships, university offers and Australian Defence Force placements.
- A team of Year 12 students, representing Australia, won the Global Space Design Challenge.

An extensive range of sports and co-curricular activities is provided throughout the School that encourages students to participate in team sports as well as develop a commitment to many community service-based activities. Some examples of the breadth of opportunity available to students include the School's Sailing Academy, Dance Troupe that involves 150 students across the school, an experiential learning program for students in Year 9 "*The Power of 9*" and an explicit character education program.

Strategic Directions

An ongoing improvement agenda drives all school initiatives and is reflected in the Strategic Directions for 2021 and beyond. The Strategic Directions are aspirational goals that guide the decisions of the School, while enabling it to be flexible and innovative to changing circumstances and new opportunities.

Guiding Statements

The Hutchins School's Guiding Statements are central to what the School stands for. They are referred to for all decisions made on behalf of the School and form the foundation for the Strategic Plan. The Guiding Statements are reviewed and ratified annually by the School Executive and ultimately by the School Board.

Vision

To provide an inspirational education where each student strives to achieve their personal best and is willing to serve their community as an informed and active citizen.

Mission

Hutchins is an Anglican school whose supportive learning community works together to nurture character of boys.

Values

As a community, we aspire to be people of integrity who act with humility, kindness, courage and respect.

Faith

A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values in welcoming and respecting members of all faiths, beliefs and traditions.

Motto

Vivit Post Funera Virtus – Character Lives on After Death. What you do matters.

Faith

The worshipping life of the school centres on the Chapel of St Thomas, dedicated and opened in 1971, which has a prominent position on the campus. It is open for private prayer and quiet reflection each day during school time. Each year the Chaplain offers preparation courses to help students decide whether or not they wish to be baptised and/or confirmed. All boys from Pre-Kindergarten to Year 12 attend regular services in the chapel as part of their school life and have the opportunity to play a role in these services.

The Chaplains are very involved in the life of the School through teaching, coaching sporting teams, leading services and creating community service opportunities.

Co-curricular program

An extensive co-curricular program is on offer including Music, Performing Arts, Debating, Sports and the Duke of Edinburgh's International Award. Sport is compulsory for boys from Years 3 to 12. Cultural, sporting, and performing arts activities are an integral part of holistic education at The Hutchins School and supports the formal academic teaching program.

Year 9 program

The 'Power of 9' program aims to develop the skills, passion, the positive attitudes, values and knowledge necessary for planning a pathway to being successful through Years 10, 11, 12 and beyond. The program is undertaken in two parts: the challenge, which is studied over one term, and the classroom curriculum, which is studied over three terms. Study is undertaken at the nearby Marieville Esplanade campus and challenges students academically, physically, socially and cognitively. Students are given the opportunity to engage in controlled risk taking and to learn more about working effectively as part of a team. The challenge phase culminates in an expedition, one of four that students can choose from – a local community in Tiwi Islands, the pristine Port Davey wilderness (with return by sail training ship), a remote desert community near Alice Springs (involving a community service fundraising component), or to an isolated island off the Tasmanian coast.

Pastoral care

The House system allocates all students from Kindergarten to Year 12 to one of four Houses. Staff members across the entire school are also allocated a House. Each sub-school runs its House programs differently, combining on various occasions throughout the year in large K-12 assemblies.

Mentor groups in each House serve as an opportunity for a smaller, vertical grouping of students from Years 9 to 12. Mentors within the Senior School are responsible for overseeing the total wellbeing of their students and for being aware of all aspects of the student's school life. The mentor's role includes ensuring that each student feels safe, known and connected to the School community so that their potential may be reached.

Learning with ICT

The overarching goal of the school's ICT Strategy is to enable a safe, secure, highly reliable, yet innovative and blended learning environment which provides all students and staff with the opportunities to learn creatively and just-in-time with ICT.

The School provides iPads to all students from Prep to Year 5, Chromebooks from Years 6 to 8 and Bring Your Own Technology for students in Years 9 to 12. This provides flexible and learner-centred approaches to learning

allow teaching staff to integrate quality teaching practices with information and communications technologies in engaging and contemporary contexts.

International mindedness

The Hutchins School community is committed to being internationally-minded by understanding and embracing diversity in all its forms, and by respecting and celebrating this diversity in order to foster a peaceful, just and sustainable world. The Hutchins School has established links with schools worldwide and continues to explore new opportunities for cultural immersion through formal reciprocal exchanges, specific academic extension programs and student leadership experiences.

Governance

The Hutchins School Board is governed the Christ College Act 1926 and is responsible for the Governance of the School. The Board consists of nine members: the Bishop as Visitor, three members appointed by the Visitor, five members by The Hutchins School Old Boys' Association and one by the Christ College Trust.

The Hutchins School Board is supported in its work by four committees composed of members of the Board. The committees are Finance, Audit and Risk; Property and Development; Policy and Planning; and Foundation.

Each Board member is appointment for five years, with an option to continue for an additional five years. The Chairman in 2021 was Mr Gene Phair.

The Headmaster, Deputy Headmaster and the Chief Operating Officer are not members of the Board but attend all meetings of the Board and of its subcommittees

The past year has seen The Hutchins School continue to provide a breadth of opportunity across the academic, co-curricular, service, faith, pastoral care and broader community programs. Student achievement placed boys in the top echelon of performance in academic and sporting fields, while service, faith, wellbeing and character remain firmly at the centre of all of our efforts. The following performance data provides a sense of the breadth of opportunity available to boys over the past year and the level to which many achieved according to state and national benchmarks.

Student Academic Achievement

The following tables demonstrate Hutchins student achievement in the National Assessment Program for Literacy and Numeracy to be generally well above national averages.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	462	436	447	459	433
Year 5	531	482	526	511	517
Year 7	580	555	560	558	597
Year 9	616	573	594	606	627

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Vocational Education and Training

16 school-based apprenticeships and traineeships were completed in 2021 in the areas of engineering and related technologies (7), architecture and building (1), management and commerce (4) food and hospitality services (3), creative arts (1)

ATAR ANALYSIS 2021

In 2021, 79% of Year 12 students received an ATAR with a median ATAR of 80.95.

11% of students achieved a score of above 98.00.

27% of students achieved a score of above 90.00.

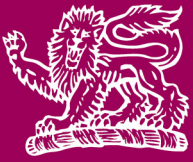
55% of students achieved a score of above 80.00.

This indicates 11% of students who received an ATAR were in the top 2% of the State and 55% of students who received an ATAR were in the top 20% of the State.

25 students achieved the highest possible score in a pre-tertiary subject.

A record of all 2021 student academic activities and achievements and co-curricular activities and achievements is found in the School newsletter, Communiqué (which is archived and published on the School's website), in semester publications of [Magenta and Black](#) and in the School's annual magazine, [Virtus](#).

Magenta and Black and Virtus are mailed to all Hutchins community members and affiliated schools, parents, students, families and staff. Copies are available upon request at Reception.



THE HUTCHINS SCHOOL

Congratulations to Year 11 and 12

Celebrating the outstanding achievements of our students in 2021

I am delighted to share with you just a very small sample of the outstanding academic achievements of our Year 11 and 12 students in 2021. The exceptional results are testament to the student's efforts and discipline to their academic studies throughout the year, together with dedication of our highly skilled staff who encouraged, challenged and supported each student to achieve their personal best.

In summary, seven students achieved an ATAR above 99 and 24 students achieved the highest score possible in at least one pre-tertiary subject. The breadth of the Vocational Education and Training (VET) program at Hutchins continues to enable students to tailor their educational pathway to pursue personal career and learning goals. This year, students completed VET qualifications in Tourism/ Hospitality, Maritime Operations, Automotive and Construction with some already securing apprenticeships, university offers and Australian Defence Force placements.

While the academic achievements of so many of our students are outstanding, a student's success at Hutchins is not measured by league tables, rank orders or comparing their results with others. Our school's vision is to provide an inspirational education where each student strives to achieve their personal best and is willing to serve their community. It is with this vision firmly at the centre of our efforts that I thank all staff who have inspired and supported each student along their own personal learning journey. I also thank the staff at St Michael's Collegiate and Fahan School for their support and delivery of some of the Year 11 and 12 classes as part of the co-operating school's agreement.

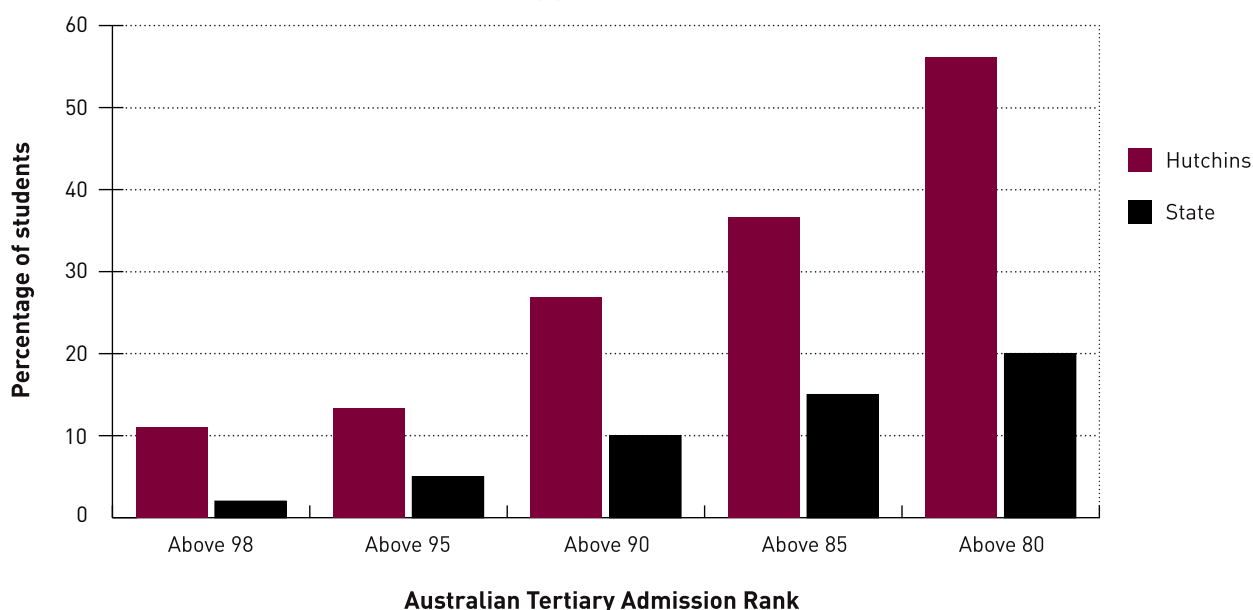
On behalf of the Hutchins community, I thank the Year 12 class of 2021 for their leadership and significant contribution to the extensive co-curricular and service-learning programs. A highlight being the raising of awareness and \$28,000 for Bethlehem House, an essential

community organisation that supports men experiencing homelessness in Hobart. Students also raised \$17,608 for the Leukemia Foundation and an additional \$20,358 for several other important community causes. It is within the context of service to others, co-curricular involvement, academic studies and leadership across the full breadth of experience at Hutchins that we thank and congratulate the efforts of all boys in Year 12.

Dr Rob McEwan
Headmaster

2021 Hutchins ATAR results

We are very proud of our teaching and learning outcomes across a diverse and challenging spectrum of curricular and co-curricular opportunities.



Hutchins students named in the Tasmanian top 100



2021 perfect scores

Congratulations to the following Year 11 and 12 students who achieved the highest possible score allocated to a pre-tertiary subject in 2021:

YEAR 11

- **Joshua Brown** - Mathematics Methods - Foundation
- **Bo (Robert) Cai** - Mathematics Methods
- **Hugh Clarke** - Business Studies and English
- **Max Coventry** - English
- **Rithvik Gollapalli** - Mathematics Specialised and Mathematics Methods
- **Oliver Hugo** - Physical Sciences
- **James King** - Physical Sciences
- **Thomas King** - Physical Sciences and Mathematics Methods - Foundation
- **James Krushka** - English
- **Hayden Mounter** - Mathematics Methods

- **Luca Nunn** - Mathematics Methods
- **Callum Ritchie** - English
- **Elijah Sargent** - Business Studies
- **JooHong (John) Shim** - Physical Sciences
- **William Thorpe** - Mathematics Methods
- **Oliver Traill** - Mathematics Methods - Foundation
- **Montgomery Williams** - Physical Sciences
- **William Zeeman** - General Mathematics

YEAR 12

- **Henry Burnett** - Chemistry and Physics
- **Benjamin Davie** - Modern History
- **Benjamin Horsham** - Philosophy
- **Hamish McDougall** - Mathematics Specialised, Physics and Chemistry
- **Sonny Pybus** - General Mathematics
- **Bolong (Tim) Shen** - Chemistry
- **Harry Sillifant** - Mathematics Methods - Foundation, Chemistry and Physics



Hamish McDougall (Dux of the School) and Oliver Elrick (Ben Chuck 'Good Man' Award winner) at the Year 11 and 12 Speech Night

Student and Staff Satisfaction Surveys

Hutchins is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2021, 196 parents (Years 2, 6, 8 & 12) and 184 students (Years 8 & 12) in surveys and provided views on such areas as academic performance, pastoral care, religious education, co-curricular, communications, reputation and facilities.

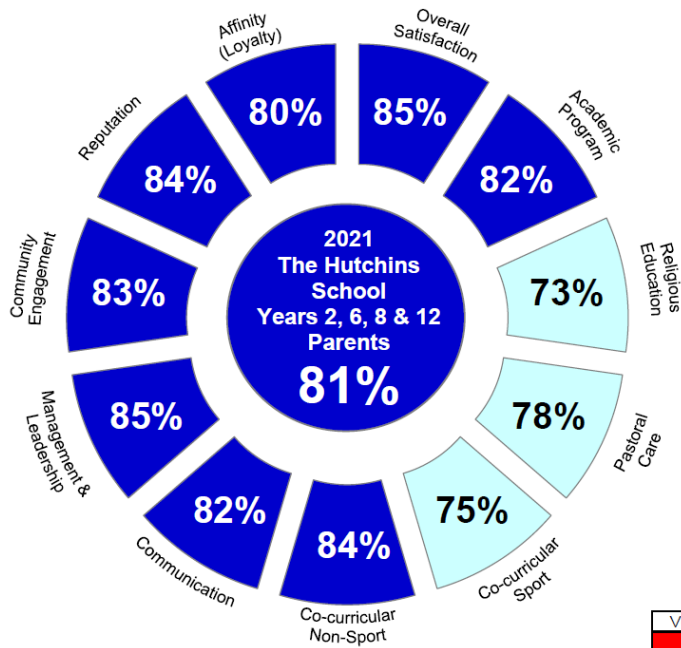
Parent Satisfaction Surveys

A selection of the parents' top-level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their sons.

The top five areas are noted below:

1. 92% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
2. 87% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
3. 97% of parents noted their expectations were met or exceeded in relation to a Balanced education
4. 95% of parents noted their expectations were met or exceeded in relation to the Facilities and resources
5. 88% of parents noted their expectations were met or exceeded in relation to the Academic standards

Overview of Key Areas - All Parents



The 'MMG Wheel' reflects Years 2, 6, 8 & 12 parents' scores (mean) across key areas.

Of the 11 areas, parents noted 'very high' scores for 8 areas and 'high' scores for the remaining 3 areas.

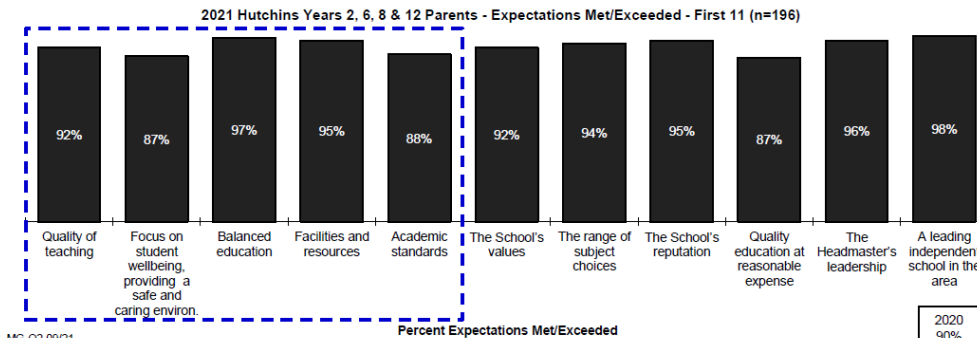
The overall score for parents is 'very high' (81%).

The score suggests the School is in 'very good' overall health, and is above the 80% MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

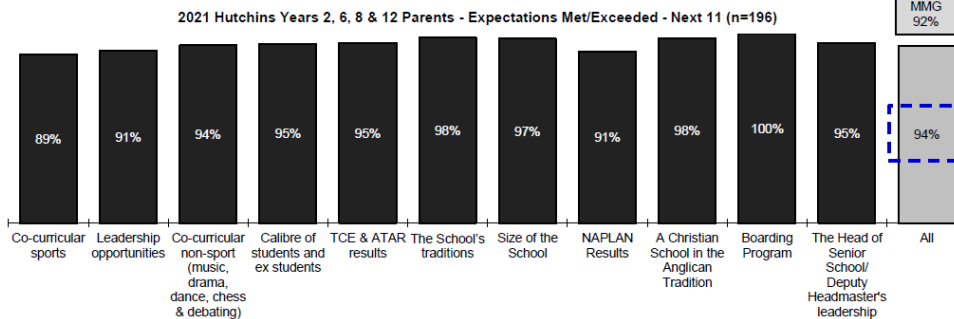
Expectations Met or Exceeded - All Parents



These charts show the percentage of parents who noted their expectations had been met/exceeded ranked in order of 2019 parents' importance placed on the same reasons for choosing The Hutchins School.

MG Q2 09/21

Percent Expectations Met/Exceeded



Overall, expectations met/exceeded is 'very high' (94%) and is 2% above the MMG parent school average benchmark score (92%).

In the top 5 reasons for choice, all areas had expectations met/exceeded scores above the 80% target.

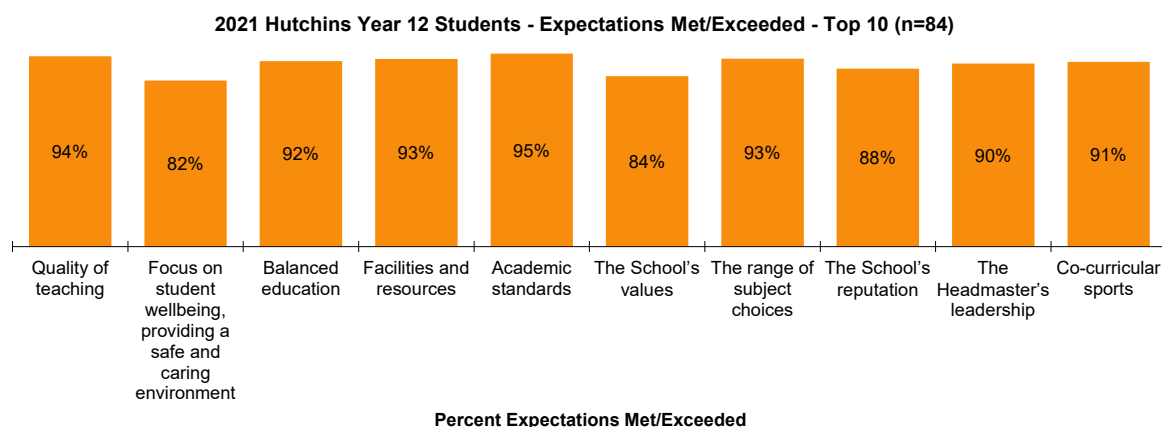
2020	90%
MMG	92%

Student Satisfaction Surveys

A selection of the students' (Year 12) top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

The top five areas are noted below:

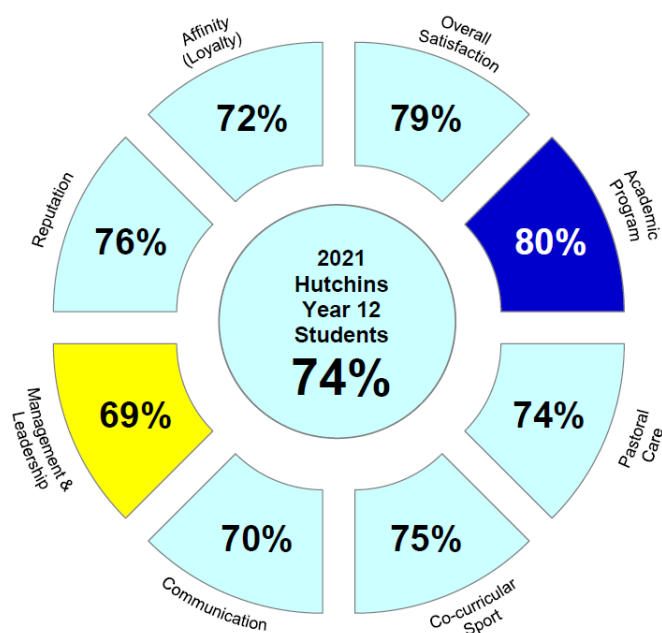
1. 94% of students noted their expectations were met or exceeded in relation to the Quality of teaching
2. 82% of students noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
3. 92% of students noted their expectations were met or exceeded in relation to a Balanced education
4. 93% of students noted their expectations were met or exceeded in relation to Facilities and resources
5. 95% of students noted their expectations were met or exceeded in relation to Academic standards



Overview of Key Areas - Year 12



2021
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The 'MMG Wheel' reflects the average scores of Year 12 students in key areas.

Students noted a 'very high' score for 1 of the 8 key areas, 'high' scores for 6 areas and a 'moderate' score for the remaining area.

The overall score is 'high' (74%).

These scores suggest that from a Year 12 student perspective, the School is in 'good' overall health and is below the 80%+ overall MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

Student attendance and retention rates

Student attendance rate	Percent
All students	94%
Indigenous students	92%
Non-Indigenous students	94%



Staff Summary

- Teaching staff: 123
- Full-time equivalent teaching staff: 99.2
- Non-teaching staff: 79
- Full-time equivalent non-teaching staff: 55.

These summaries show the sum total of all qualifications held by staff at The School. Where staff hold multiple qualifications, these are also represented here; the list is not merely indicative of highest qualification held.

Support staff qualifications are generally not recorded except where specifically required according to role; those displayed here are the staff who have volunteered that information to the School upon commencement.

TEACHING STAFF		Doctorate	Masters Degree	Graduate Diploma	Graduate Certificate
TOTAL STAFF (2021): 123		3	117	23	1
Bachelor's Degree	Associate Diploma	Diploma	Tasmanian Teaching Certificate	Certificate	
125	0	18	4	11	
SUPPORT STAFF		Doctorate	Masters Degree	Graduate Diploma	Graduate Certificate
TOTAL STAFF (2020): 79		0	1	5	1
Bachelors Degree	Associate Diploma	Diploma	Certificate		
14	0	6	2		



HUTCHINS

ESTABLISHED 1846

THE HUTCHINS SCHOOL

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Follow us      

The Hutchins School Board as established by The Christ College Act 1926

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