



THE HUTCHINS

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Welcome to the Junior School at Hutchins

Welcome to the Junior School at Hutchins. This part of the School comprises the year groups ranging from Pre-Kindergarten to Year 5. Here the students begin their journey in a rich educational environment designed to achieve their personal best and to realise their potential as active members of their community. The curriculum in Pre-Kindergarten and



Our Guiding Statements

Our Vision

Hutchins provides an inspirational education where each student succeeds to achieve their personal best and is willing to serve their community as an informed and active citizen.

Our Mission

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

Our Values

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

Our Faith

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

Our Motto

Vivit Post Funera Virtus *C. a. a. L.*
What do we do afterwards.

About the Junior School

The Hutchins School Junior School provides a stimulating, nurturing and challenging environment for boys from Pre-Kindergarten to Year 5.

The first steps are taken towards ensuring that our learners grow into young people of good character, ready to embark on

their lifelong learning journey. The Hutchins School Junior School is a member of the Hutchins School Group. For more information, please contact the Hutchins School Junior School Office on 01928 346542 or email enquiries@hutchins.school.nsw.edu.au.

Children participate in the digital world positively and productively. Valuing achievement, caring citizenship, here students know how to do mathematics. By providing a wide, varied, exciting and challenging curriculum, all students can learn a lifelong love of learning.

The class teacher takes all the core subjects which include English, Mathematics, Science, History, Geography and Art. Specialist teachers are provided for Music, French, Chinese, Physical Education, Library and RAVE (Religious and Values Education). Provision is made for English as an Additional Language or Dialect (EALD) supports and there are targeted learning supports (differentiated based on the age and level of the child), and gifted and talented programs as appropriate. Programs in the Pre-Kindergarten and Kindergarten years are based on the Early Years Learning Framework. The Australian Curriculum is delivered from Prep to Year 5.

Co-curricular activities for the Junior School students include dance, music and indoor sports (from Prep). Primary instrumental music lessons are offered (after school) for students from Kindergarten onwards.

Special features of the Junior School include:

A reading program in all classrooms.

On-site On-Campus School Home Care.

A Social and Emotional Wellbeing Program.

Separate play areas in the phased in participation in the older students.

Whole school participation for certain events (e.g. Cross Country).

Informal 'Buddy' system in Junior and Senior School students.

Outdoor Education program, including a day camp for our Year 2 students and overnight camps from Year 3.

Regular weekly chapel for Pre-Kindergarten to Year 5 students.

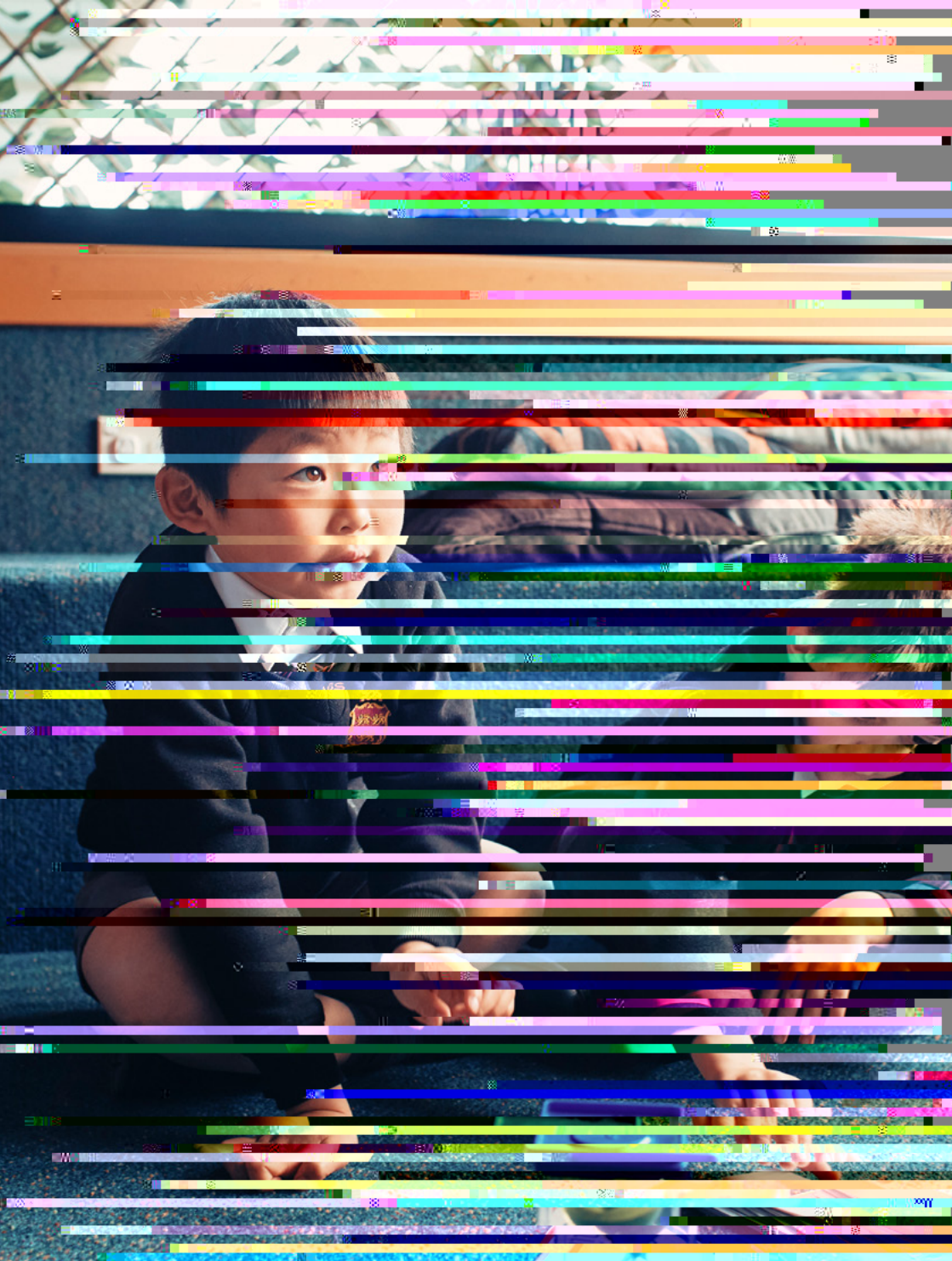
Early Years Assemblies for Pre-Kindergarten and Kindergarten students and parents/carers.

Junior School Assemblies for students in Prep to Year 5.

Links with our sister school, St. Michael's Collegiate, for combined social and learning opportunities.

Pride Choir for students in Years 3-5. Year 5 Leadership program based on the understanding that all students are leaders.

Continuation of support programs and Gifted and Talented programs (including subject acceleration).



The Junior School program

Pre-Kindergarten

Music
Physical Education
Pre-literacy and numeracy
Religious and Values
Education (RAVE)
Social and emotional development

Kindergarten

Chinese
Early literacy
Numeracy and early Mathematics
Music
Physical Education
Religious and Values Education
(RAVE)
Social and emotional development

Prep and Year 1

Art
Chinese
Digital Technologies
English
Humanities and Social Sciences
(HASS)
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
Science
Social and Emotional Learning



Leap into Learning program

An engaging play-based program for children from birth to 4 years. Delivered by our early childhood teachers and delivered in our Early Learning Centre, we welcome boys and girls to the program.

WHERE The Hutchins School Early Learning Centre

WHEN During term time

Please visit our webpage for further details www.hutchins.as.ed.au/leap-into-learning

About the program

Our Leap into Learning program provides opportunities for children to play in larger social settings with the support of parents/carers with one of our early childhood teachers alongside.

Our weekly program runs during term time and includes a range of activities such as construction, sensory, role and imaginative play, art and craft, cooking and group time for singing, dancing and a story. We encourage parents/carers to participate in our singing and story time, as part of our child's social and language learning.

The sessions provide young children with opportunities to practise their developing social skills, such as playing alongside, and with other children, turn taking and sharing. Indoors we utilise a large, well-resourced open play space, outdoors we have access to the ELC playground.

Leap into Learning is a wonderful opportunity for our children to participate in early learning in the years before they begin Pre-Kindergarten and Kindergarten.

Leap into Learning is also an opportunity for parents/carers to chat with our Early Childhood staff, ask questions or seek guidance, and to begin to build relationships with the Early Childhood staff before enrolment in Pre-Kindergarten or Kindergarten.

To attend please contact our Enrolments Assistant emma.griffiths@hutchins.as.ed.au.

Prior booking is preferred.

Pre-Kindergarten and Kindergarten programs

The Pre-Kindergarten and Kindergarten programs are guided by the Early Years Learning Framework for Australia (V2.0, 2022). Teachers use the principles, practices and five learning outcomes to guide their programs.

The five outcomes:

Children have a strong sense of identity.

Children are connected to their family and community.

Children have a strong sense of wellbeing.

Children are confident and capable learners.

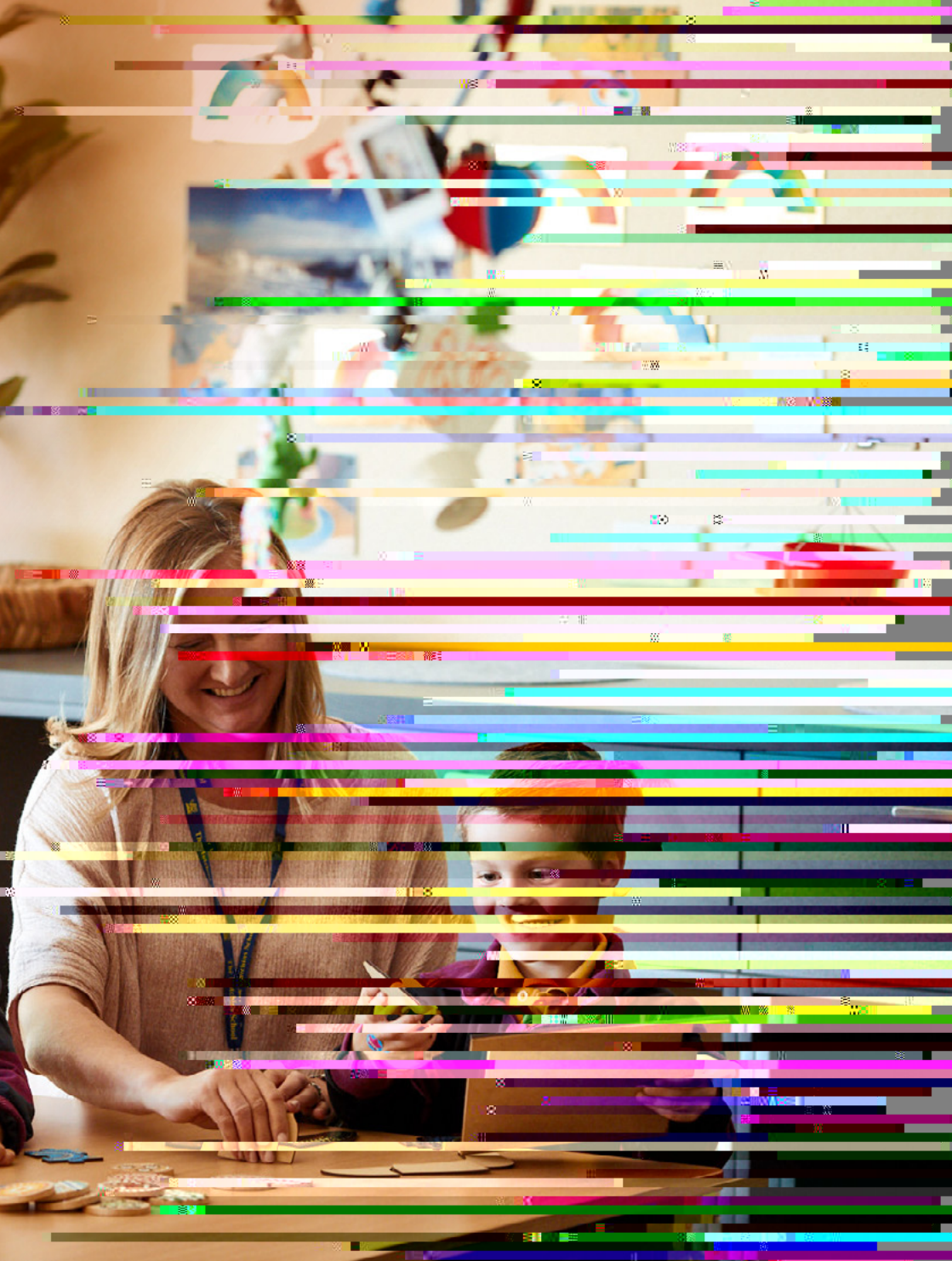
Children are effective communicators.





‘The first five years have so much to do with how the next 80 turn out’

William H. Gates Sr (Co-Chairman of The Bill & Melinda Gates Foundation)







The Years 3–5 classroom program

The focus in Years 3–5 is to consolidate and build on the foundation laid in the early years. Students continue to develop and refine their learning and understanding of literacy and numeracy skills and are encouraged to see them in increasing independence in a wide range of contexts. Structured, differentiated teaching, along with the use of open-ended activities and problem-solving scenarios, is used and

extends beyond the classroom; an emphasis on the importance of operating productively, both as an individual and as a member of a group; opportunities to take part in a wide variety of music, sport, drama and other co-curricular activities; and the expectation that each learner will accept increasing personal responsibility for their own learning and behaviour underpin the journey from Years 3–5.



English

The English curriculum in the Junior School aims to build upon the foundational work of the early



Humanities and Social Sciences (HASS)

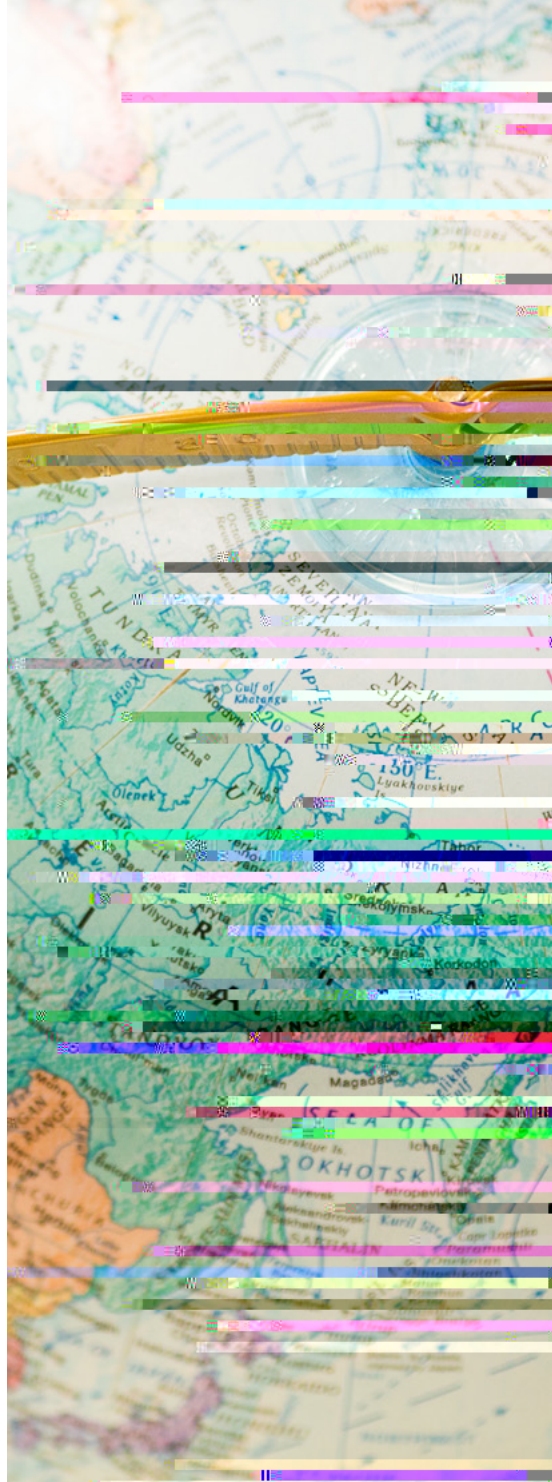
Units of work in Years 3–5 are developed from the Australian Curriculum. From Years 3–5 in HASS, students extend their skills and understanding of human societies through units which focus on their own communities and others, have different time, place or culture.

Students extend their understanding of how and how groups are organised in communities and how participation in groups involves rights and responsibilities. They deepen their understanding of time and how the ideas and actions of people in the past have changed the lives of others as well as the structure of societies and the environment. Students explore the nature of change in societies and consider different agents of change.

Students reflect on how a people can influence their environment and explore the issues surrounding digital, digital and print.

In Year 4, HASS topics explore how peoples' need and use of resources over time has affected peoples, societies and environments. Study of European exploration and colonisation of Australia and elsewhere, and the life of indigenous Australians pre- and post-contact are key focus points. Resource use and management, past and present, are investigated. The role of government, laws and citizenship is introduced.

In Year 5, the focus of study of social, economic, political and environmental cases of Australia's development in colonial times. The study emphasises the influence of environments on humans in different times and places, as they seek resources, settle in new places and manage these places. Australia's electoral system is introduced and students begin to make connections of economics and business concepts around decisions and choices.



Mathematics

The core content covered in Years 3–5 is drawn from the Australian Curriculum



Science

In the Junior School, students consolidate their understanding of the process of scientific inquiry. The questions they are asked are as they are and carry out investigations to explore some of these questions. They begin to appreciate more deeply the place and methods of science and scientists in our world. They consider relevant ethical issues and explore the impact of human activity on the environment. Thinking is based on a broadening base of scientific knowledge. Students collaborate to design and carry out investigations. They gain an appreciation of the idea of fairness and the need to modify their methods accordingly. They make logical predictions about what might happen and give reasons for their thinking.

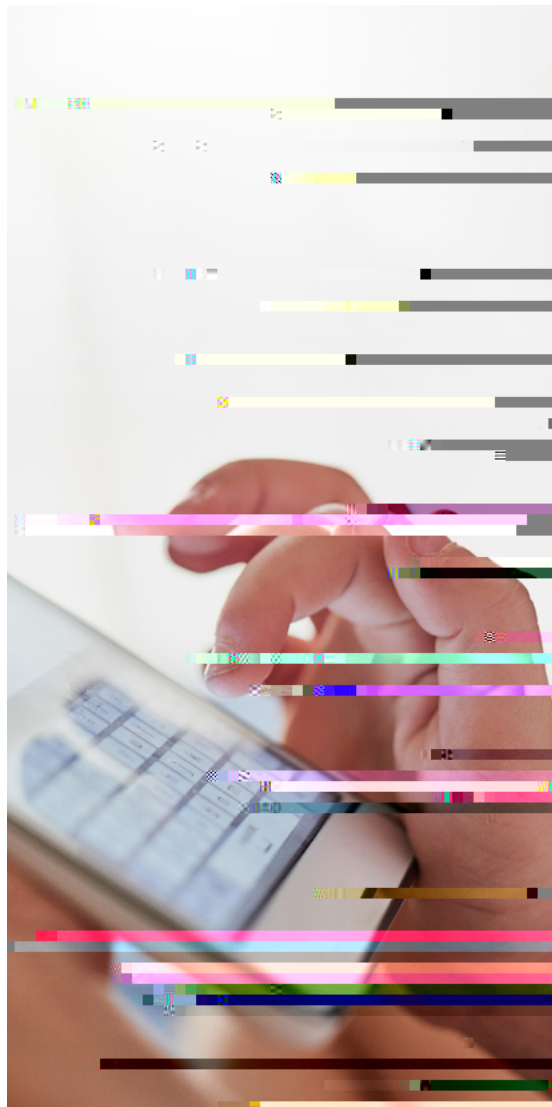
Students organise and draw conclusions from their data and recognise that different interpretations of data are possible. They recognise possible sources of bias in data and the need to check and repeat observations. They understand that information can be presented in a way that may influence others' thinking. With support, they record and present data in formal ways. They use a wide range of presentation methods to more clearly communicate their

Digital Technologies

The Hutchins School Digital Technologies Scope and Sequence Prep to Year 5 documents has been written to scaffold teaching and learning in this area in order to meet the Achievement Standards described in the Australian Curriculum.

The students' awareness and understanding of Digital Technologies are progressively developed through integrated learning across the curriculum as well as in learning sequences developed specifically to address digital technologies outcomes.

A focus on online safety and citizenship is a key component of the digital technologies curriculum in Junior School, with strong links to the Social and Emotional curriculum.



The Stephens Library

The primary purpose of the Stephens Library is to promote a positive reading culture, with a high emphasis on reading for pleasure. The library also supports the curriculum needs of the Junior School through the provision of quality print and digital information resources. The Teacher Librarian works closely with classroom teachers to support the literacy and inquiry program.

All students in Pre-Kindergarten to Year 5 have a weekly library lesson that focuses on exposing students to a variety of fiction genres, exploring

The library has a dynamic and contemporary collection of print resources that are organised into genres to support students in identifying and exploring their own reading interests. Students, staff and families have access to three digital databases of Story Book Library for ideas, storytelling, Ordrie and Wheelers for ebooks and audiobooks. Students are encouraged to make book purchase suggestions, helping to maintain a relevant and contemporary range of titles.



Learning with ICT

Information and Communications Technology (ICT) in the Junior School is guided by the School's Strategic Plan where 'ICT is the enabler' and is underpinned also by the national school education goals:

Students will leave school as 'confident, creative and productive users of new technologies, including ICT and understand the impact of those technologies on society'.

Schools will seek to integrate ICT into their operations, to improve students' learning, to offer flexible learning opportunities and to improve the efficiency of their business practices.

Hutchins is a 'school of the future' in its use of 21st-century goals and e-learning strategies to engage and empower all students, staff and consider community to deliver its strategic initiatives.

In the Junior School, all classrooms from Pre-Kindergarten to Year 5 are equipped with screens to support the delivery of curricular and learning in the classroom.

In Pre-Kindergarten and Kindergarten



SPECIALIST PROGRAMS



Specialist programs for Pre-Kindergarten to Year 5

Programs in specialis s bjec areas are re ie ed and de eloped in line i h he rele an Australian Curriculum doc men s. All programs dra from high q ali curriculum reso rces sa e, national and in erna ional.

ART

(Pre-Kindergarten to Year 5)

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FRENCH AND CHINESE (MANDARIN)

(Kindergarten to Year 5)

Students from Kindergarten to Year 2 learn Chinese and students from Year 3 learn French. In Year 5 students learn both French and Chinese. Both languages are taught by specialist language teachers. The emphasis is on verbal communication skills, self confidence when speaking in a foreign language and enjoyment. Students develop their knowledge of vocabulary and grammar, and are encouraged to enhance their fluency by participation in activities such as plays and songs. The learning of both French and Chinese is integrated with learning about the culture of the associated countries.

HEALTH AND PHYSICAL EDUCATION

(Pre-Kindergarten to Year 5)

All students participate in Physical Education lessons conducted by specialist teachers. New skills and concepts are introduced at each year level in combination with the development and refinement of those learnt previously. Students experience, perform and discuss a wide range of physical activities and are encouraged to make physical activity and fitness a part of daily life. The Physical Education program encompasses activities which foster the development of motor skill development, fitness, teamwork and leadership. Activities include the Perceptual Motor Program (Pre-Kindergarten to Year 1), athletics, basketball, cricket, cross country running, football, skipping and a variety of minor games. A Swimming and Water Safety Program for all students from Prep to Year 5 is also included as part of this subject.

A focus on the explicit teaching of Health topics begins in Year 3. In the early years, health topics are addressed through Wellbeing, classroom management and a variety of special focus lessons. Fire Safety Education, Electrical Safety program, the Growing Up Program, and special focus lessons complement Health in Years 3-5.

MUSIC

(Pre-Kindergarten to Year 5)

Specialist Music teachers coordinate Music programs. From Pre-Kindergarten to Year 2, students engage imaginatively in music-making by creating and responding to music. Beginning a Kodály based music program incorporating voice, body, instruments and other sound sources, students experiment and learn about musical ideas. Students begin to explore the use of symbols to record music and to learn simple conventional music notation. They develop an appreciation of knowledge



OUTDOOR EDUCATION AND CAMP PROGRAM

(Years 2–5)

The Outdoor Education learning area provides whole-school sequential and inclusive adventure-based challenges to facilitate personal growth and develop a sense of community, engagement. Outdoor Education employs experiential learning which allows young men to develop their resilience, relationships, leadership capabilities and a spirit of adventure.

Having been immersed in experiences in the natural world both locally, nationally and globally, the students will become empathetic to their environment and the care of it. They will develop a heightened capacity to reflect on the world and their place in it, communicate ideas, develop new skills and knowledge, and have an understanding of appropriate risk taking and the management of risks.

The Junior School camp experiences start in Year 2 with an orientation day to our camp facilities. So, throughout Outdoor Education experiences extend through the Junior School with annual camps. Groups visit locations such as Orford, Mt Field and Sojourn. The program complements and enhances the learning experiences that take place in the classroom and is an integral part of the School curriculum.

For students, camp is a rapped path to the experience of being away from home and the thrill of new adventures in a safe and supportive environment. For teachers, it is a chance to learn more about their students by seeing them operating and developing in a different context and environment. Through controlled experiences the students are encouraged to extend the limits of their own comfort zones, to take responsible risks and to enjoy learning in settings which are far removed from the 'safety' of the classroom.

The Outdoor Education program gives students the opportunity to grow being away from home with their peers; to appreciate the different abilities of each other in different settings; to test their self-confidence in sporty settings; and to contribute to and benefit from being part of a team. It enables students to learn to accept and embrace challenge. This may be physical or intellectual, social, emotional or even spiritual as being in a natural environment does give some students a real sense of something bigger than themselves.

Whatever the challenge, the Outdoor Education program is an integral part of the process of fostering our students along the path to developing good character and independence and developing an appreciation of and care for the natural environment.

RELIGIOUS AND VALUES EDUCATION (RAVE)

(Pre-Kindergarten to Year 5)

Students from Kindergarten to Year 5 participate in RAVE once a week in the Chapel. Through stories, dramatic presentations and opportunities of reflection and response through writing, artwork and prayer, the students learn about the Christian faith in which the School is grounded. Through discussion and reflection, they are encouraged to develop a social ethos base for their actions and decisions in real life situations.

SPORT

(Years 2–5)

The Junior School Sports program is designed to give all students from Years 2–5 an experience of a variety of competitive

sports activities (10 minutes per session)

sports program

sports and recreational development

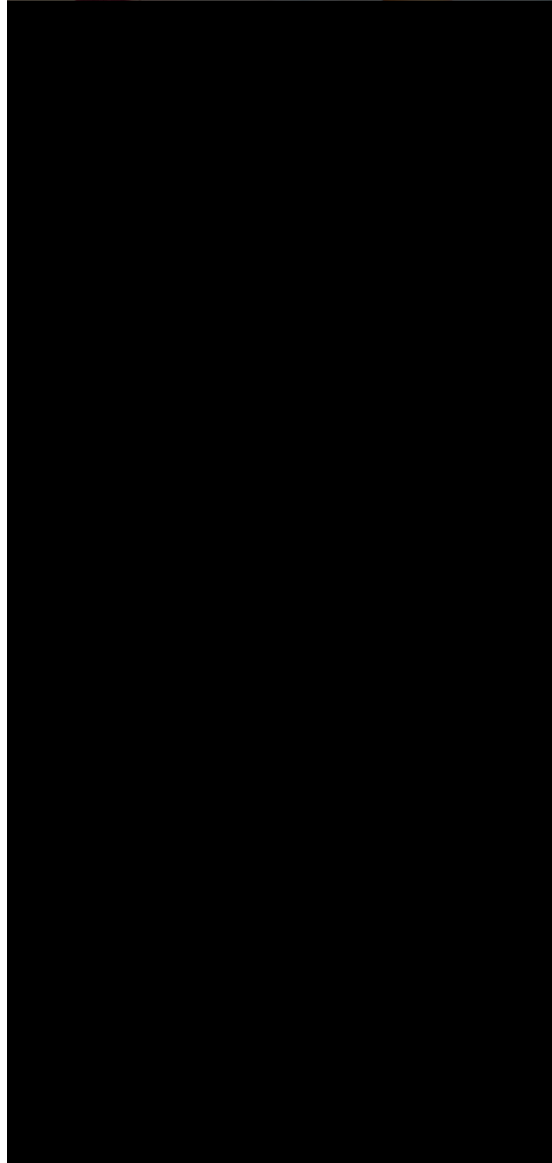
sports activities (10 minutes per session)

SOCIAL AND EMOTIONAL LEARNING (SEL)

(Pre-Kindergarten to Year 5)

The Junior School Social and Emotional Learning program has been created to foster resilience in children and young people.

Aligning to the personal and social capabilities in the Australian Curriculum our SEL program has been designed to develop students' self-awareness and management, and social-awareness and management. It focuses on teaching coping skills to help children and young people respond positively to the complexities of their everyday lives - to have resilience after experiencing sadness, difficulties, hard times and frustrations.



GETTING ADVICE

Contacts

Junior School Reception

Mrs Naassia Smith, Junior School
Reception and Administrative Assistant
T 6221 4269 (8.00am - 4.00pm)
naassia.smith@hutchins.as.ed.ac.uk

Head of Junior School

Mr Stephen Corner
T 6221 4237
s.stephen.corner@hutchins.as.ed.ac.uk

Deputy Head of Junior School – Wellbeing

Mrs Emma Nisall
T 6221 4304
emma.nisall@hutchins.as.ed.ac.uk

Executive Assistant to the Head of Junior School

Mrs Kate Woods
T 6221 4335
kate.woods@hutchins.as.ed.ac.uk

School holidays

If you have an enquiry during school
holidays, please contact Senior School
Reception on 6221 4200 (8.00am - 4.00pm).

All staff listed on the following pages
can be contacted by email at
firstname.lastname@hutchins.as.ed.ac.uk
or by phoning the Junior School Reception.

ROLE	STAFF NAME
Deputy Head of Junior School – Teaching and Learning	Mrs Catherine Hogan
Director of Kindergarten and Children’s Services	Ms Naomi Prichard-Tiller
ELC Sports Co-ordinator	Mrs Ellie Thrello
Head of Junior Years Sport (Prep to Year 5)	Mr Greg Rollings
School Counsellor	Mr Shane McAloon
Teacher Librarian	Miss Anna Davidson
Library Technician	Mrs Gaëlle McEneaney and Mrs Michelle Davies
Art Teacher	Mrs Rebecca Terrill
Chinese Teacher	Ms Doreen Liang
French Teacher	Mr Jean-Yves Theron
Head of Music	Mr Greg Sargison
Music Teachers	Mrs Anna Maguire and Mr Gregor Sargison
ELC Sport Teacher	Mrs Ellie Thrello
EALD Teachers	Mr Dean Eddingson and Mrs Jane Kaban
Centre for Excellence Teachers	Miss Kristina Baker, Miss Samantha Judd, Ms Joanne French, Mrs Em Dorne, Mrs Katelyn Berr, Mrs Ella King, Mrs Phillipa Calver, Mrs Alice Harris.
Chaplain and RAVE (Religious and Values Education) Teacher	Re Mark HoA
EL	

STA

Below are the classroom staffing allocations for 2024.

YEAR GROUP	CLASS TEACHER
Pre Kinder MW	Mr Scott Marriot and Mrs Kylie White
Pre-Kindergarten F	Miss Kate Foster
Kindergarten S	Mrs Melissa Schramm and Ms Naomi Prichard
Kindergarten T	Mrs Pamela Tonelli-Pirie and Mrs Ella King
Prep B	Mrs Maria Bligh
Prep D	Mrs Stella Douglas
Year 1S	Mrs Terri Stokes and Mrs Rebecca Terr
Year 1J	Mrs Emma Jacobson
Year 2A	Miss Anna Clark
Year 2S	Miss Sophie Cleaver
Year 3C	Mrs Emma Crawford
Year 3R	Mr Paul Robinson
Year 3WE	Miss India Wachorn and Mr Dean Eddington
Year 4B	Ms Erin Barnes
Year 4G	Mrs Charlene Gordon
Year 4M	Mrs Caroline McCrear
Year 5AB	Miss Kaitlyn Akins and Miss Amanda Berr
Year 5S	Mr Mark Seear
Year 5T	Mr Edwards Thompson

THE PRE- KINDERGARTEN TO YEAR 12 LEARNING PATHWAY

The Pre-Kindergarten to Year 12 Learning Pathway

JUNIOR SCHOOL

Pre-Kindergarten

Fine motor control skills
Health and Wellbeing
Integrated Studies
Library
Literacy
Music
Numeracy
Physical Education
Religion and Values Education (RAVE)

Kindergarten

Chinese
Fine motor control skills
Health and Wellbeing
Integrated Studies
Library
Literacy
Music
Numeracy
Physical Education
Religion and Values Education (RAVE)

Prep

Art (Integrated in HASS/Science)
Digital Technologies
Chinese
English
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Physical Education

Religion and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 1

Art (Integrated in HASS/Science)
Chinese
Digital Technologies
English
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Physical Education
Religion and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 2

Adventure Experience
Art (Integrated in HASS/Science)
Chinese
Digital Technologies
English
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Physical Education
Religion and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 3

Adventure Camp
Art
Digital Technologies
English
French
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Religions and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 4

Adventure Camp
Art
Digital Technologies
English
French
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Religions and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 5

Adventure Camp
Art
Digital Technologies
Chinese
English
French
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Religions and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

The Pre-Kindergarten to Year 12 Learning Pathway

SENIOR SCHOOL

Year 9

Challenges

Global Challenge
Portuguese Challenge
Central Australia Aboriginal
Cultural Challenge
Island Challenge
Tasmanian Aboriginal Culture Challenge

Compulsory subjects

Building Connections
English
Health and Wellbeing
History and Religions Studies
Mathematics
Science

Elective subjects

Athlete Performance
Chinese
Designer Maker
Drama Technique
English as an Additional Language
or Dialect Studies
Film Making
Financial Literacy
French
Game Making
Music
Philosophy
Visual Arts and Media
Year 9 Academic Studies

Year 10

Compulsory subjects

English
Health and Physical Education
History and Religions Studies
Mathematics
Science

Elective subjects

Academic Studies
Australian Business and Enterprise
in a Global Context
CAD/CAM and Digital Fabrication
Chinese
Coaching Development
Criminal Minds
Digital Technologies
Drama
English as an Additional Language
or Dialect Studies
French
Marine Studies
Mathematics Extension 10A
Media Production Foundations
Music Pathways Projects
On Being Human (Psychology,
Sociology, Philosophy)
Outdoor Education
Sports Science
STEM10
Studio Arts
The Geography of No
Workshop Techniques

