



HAMILTON
SECONDARY COLLEGE

A YEAR IN REVIEW

2025



PRINCIPAL'S REPORT



As we come to the end of another successful year, I am once again reminded of how much as a school community we can accomplish when we work together. This year has been full of memorable events starting early in the year with our Sports Day activities to amazing music, dance, drama performances to competitions, challenges, camps and study tours. We have celebrated a variety of events including Book Week, Space Week, Harmony Week and Reconciliation Week that highlight our school values and student diversity. These events have strengthened our sense of community, allowing all students to participate and showcase their talents. They highlight to the broader community that Hamilton Secondary College is a vibrant place where every student can learn, participate, and thrive. Our students have achieved amazing success across all aspects of school life.

Our year 12 students have set an excellent example with their impressive achievement throughout the year achieving their personal best with sustained effort and a clear commitment to study. At the same time our dedicated teachers continue to provide exceptional support to ensure that students achieve their goals.

This year has also marked an increase of growth in our Certificate II in Engineering Pathways course with a focus on space related engineering concepts. This emphasis supports those who are interested in pursuing pathways within our expanding space industries. The Performing Arts once again demonstrated leadership. From the dynamic drama production to the amazing dance performances and captivating musical experiences, including the introduction of our new Vocal Ensemble, students have been given rich opportunities to showcase their talents. These events have also highlighted their teamwork and collaboration.

We were also delighted to strengthen our partnerships with local primary schools through our continued collaboration during Space Week and the introduction of our new Music Hub. The activities, workshops and interactive sessions ignited curiosity and excitement and it was inspiring to see students from different schools learning side by side. This year has shown what we can do when we work together.

In conclusion, I would like to thank our teaching and support staff for their professionalism and dedication to our students and for promoting excellence and inclusivity in all that they do. I would also like to acknowledge the hard work of our Governing Council who have supported and guided our work and for building strong community partnerships.

Peta Kourbelis
Principal - Hamilton Secondary College



SENIOR SCHOOL

It has been another exciting year in the Senior School full of ups and downs, challenges, adventures and memories made. As Term 1 commenced, our Year 11 and 12 students eagerly returned from their summer holidays, ready to tackle new subjects, connect with their teachers, and set new academic targets. Many began the year by clearly defining their ATAR goals, career interests, and university pathways.

A key highlight of Term 1 was the introduction of our very first Year 12 Retreat, held at Woodhouse in the Adelaide Hills. This unique experience allowed our Year 12s to step away from the regular school environment and dedicate time to developing teamwork, collaboration, and leadership skills. The retreat also provided focused sessions on study strategies and exploring future career pathways. The Year 12's even tackled the Challenge Hill Adventure course which tested them mentally and physically! The sense of unity and purpose gained from this retreat set a positive tone for the rest of the year.

A strong emphasis on time management and effective study habits continued to shape Term 1. One of the highlights was the energy and enthusiasm displayed during Sports Day, with Year 11 and 12 students competing enthusiastically and ultimately helping secure a win for Venus House. Special mention goes to the Year 12 Formal Committee, who demonstrated excellent leadership by raising over \$1200 during Sports Day through their popular BBQ Fundraiser.

The arrival of Term 2 brought an increased academic workload, especially for students undertaking SACE subjects. Despite the demands, our senior students demonstrated perseverance and achieved important academic milestones. Year 12s successfully completed the Research Project, while Year 11s celebrated gaining their first 60 SACE credits for the semester. Student futures remained a central focus throughout Terms 2 and 3, with university representatives from the newly established Adelaide University and Flinders University providing valuable presentations. Another exciting first for 2025 was the Year 11 students undertaking Activating Identities and Futures for the first time at Hamilton Secondary College. This new subject allowed our Year 11's to explore and develop different ways of learning skills of their own choosing.

The sense of anticipation grew as Term 4 approached, signaling the end of the academic year. Year 12 students embraced this final stretch with a range of memorable events, including the Colour Run, a highly competitive annual Staff vs. Year 12 Volleyball game during PE Week, and the cherished Farewell Assembly for the graduating class. As exam season arrived, students focused on their preparations, navigating this important milestone with resilience. The culmination of their school journey took place at the Graduation Ceremony and Formal on November 21st, where Year 12s celebrated their achievements with loved ones and officially marked the end of their secondary schooling.

It has been another very enjoyable year working with our Year 11 and 12 students as Senior School Assistant Principal and I have thoroughly enjoyed supporting our senior students during this significant stage of their education. The Year 11 and 12 cohort overcame the ups and downs of Senior School life, created lasting memories, built new friendships, and celebrated many accomplishments this year. I extend my best wishes to the graduating Class of 2025 in all their future pursuits and look forward to the many successes that await next year's senior students.





MIDDLE SCHOOL

The 2025 school year has been a vibrant and engaging experience for our Middle School students, with each term offering an array of events, challenges, and impressive accomplishments. Students from Years 7 to 10 have demonstrated remarkable growth and achievement throughout the year.

Year 7's Transition

This year, our incoming Year 7 students approached high school life with great enthusiasm and confidence. They quickly adapted to their new environment, navigating classes such as PE and Home Economics with ease. This adaptability was further demonstrated during Term 4, when students attended the annual camp at Nunyara in Belair. The camp provided exciting opportunities for developing leadership and teamwork skills through activities like tree climbing, go-karting, and the always-popular water challenge.

Outstanding NAPLAN Results

Both our Year 7 and Year 9 students faced the NAPLAN assessments in Term 1 with determination. Their impressive performances in both Literacy and Numeracy were a proud highlight of the year with students achieving 'strong' on average across all tests. Special recognition goes to Grace in Year 7 and Amelia in Year 9, who received awards for their achievements in Literacy and Numeracy.

Engagement Through Clubs and Activities

Our Middle School students embraced a wide range of lunchtime clubs and co-curricular activities. Whether participating in the Astronomy Club, Rocketry Simulation Club, or the lively Dance Club, students took every chance to explore new interests and skills. The enthusiasm of the Dance Club was especially evident during their dynamic cheer performance at Sports Day, inspiring school spirit across the campus.

Wellbeing and Safety Education

Throughout Terms 2, 3 and 4, students engaged in the Keeping Safe Curriculum as part of their Pathways program. These sessions covered essential topics, including wellbeing, online safety, and building positive relationships. The program also featured guest presentations from organisations such as SA Police and 'Make Bullying History', providing valuable insights on these critical issues.

Recognising Excellence

The achievements of our Middle School students were acknowledged at regular Achievement Assemblies and celebrated at the end-of-year Presentation Night. It was wonderful to see so many students honoured for their hard work, particularly those who received Academic Excellence and Academic Commitment Awards. This year, students who excelled in co-curricular domains were also recognised with special awards:

- Pricina – Middle School AMPOL All Rounder Medal
- Zachary – Space Award
- Rose and Sebastian – ADF Long Tan and STEM Innovator Awards
- Daniel – David Martin Leadership Award (sponsored by the Edwardstown Lions Club)
- Grace and Amelia – Year 7 and Year 9 Literacy and Numeracy Awards
- Iris – Year 7 Robert Walters Award
- Maggie – Year 8 Robert Walters Award
- Eliza – Year 9 Robert Walters Award
- Kaven – Year 10 Robert Walters Award

We congratulate all Middle School students for their dedication, achievements, and positive contributions in 2025.

Amanda Furness

Middle School Assistant Principal





HAMILTON SPECIAL OPTIONS

This year, students enjoyed a range of engaging excursions and community access experiences that brought learning to life. Visits to the Hahndorf Farm Barn and Little Sprouts Kitchen Garden encouraged hands-on exploration of animals, sustainability, and healthy living. At the Adelaide Zoo, students deepened their understanding of biodiversity and conservation, while the Marion Wetlands visit supported learning about ecosystems and local environments. These experiences fostered curiosity, teamwork, and real-world connections to classroom learning. Each excursion provided opportunities for students to build confidence, develop social skills, and appreciate the world around them through meaningful, experiential learning beyond the school gates.

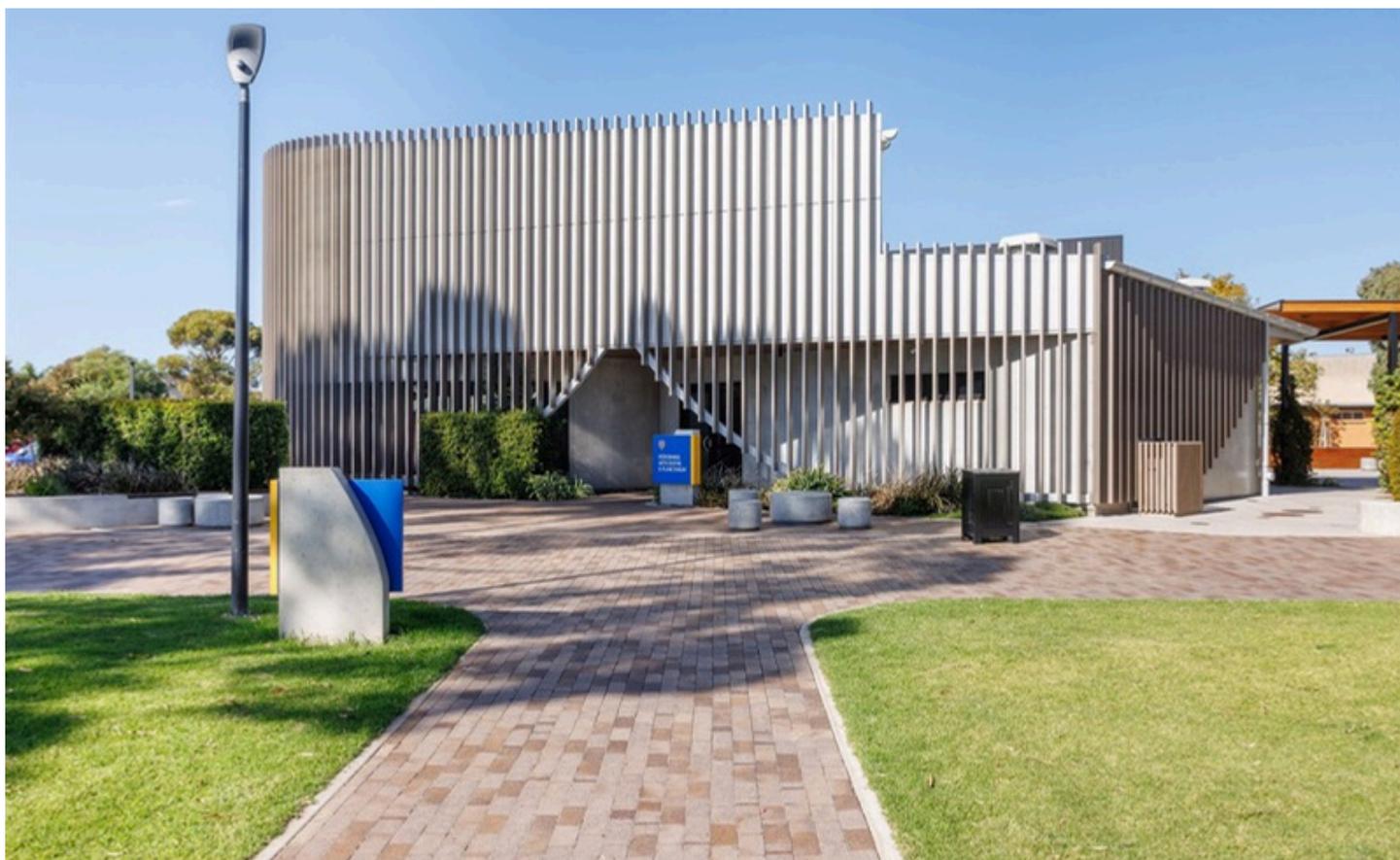
In addition to building subject knowledge, these excursions supported students in developing important personal capabilities. Many students demonstrated increased resilience as they navigated new spaces and adapted to different routines. Teachers observed strong examples of students supporting peers, practicing problem-solving, and engaging in reflective conversations about what they had learnt during the day. These shared experiences also strengthened classroom relationships, providing a common foundation for discussions, group work, and follow-up tasks back at school.

Community access opportunities allowed students to practice communication skills in authentic settings, such as interacting with staff, asking questions, and seeking support when needed. Students also used these experiences to develop independence, including managing their belongings, following group expectations, and transitioning safely between environments. Overall, the excursions throughout the year played a vital role in enriching the curriculum and supporting the holistic development of every student.

Curriculum

Students engaged in a rich variety of classroom learning experiences across all subjects. In Mathematics, the use of Numicon supported hands-on learning and strengthened number sense, pattern recognition, and problem-solving skills. Home Economics encouraged creativity through cooking and practical life skills, allowing students to follow processes, work safely, and take pride in their achievements. Agricultural Science offered opportunities to create vegetable gardens, care for plants, and explore sustainable living through real-life applications. Literacy and English lessons focused on building strong reading, writing, and communication skills through engaging texts, shared reading, and structured writing tasks. In Health and Physical Education, students developed teamwork, resilience, and wellbeing through active participation and collaborative games.

Across all learning areas, students demonstrated increasing independence and confidence as they applied new skills in both familiar and unfamiliar contexts. Teachers observed strong engagement during hands-on tasks, with students showing curiosity, persistence, and a willingness to try new challenges. Regular opportunities for group work supported communication, cooperation, and peer learning, helping students build supportive relationships within the classroom. Each subject contributed to students' holistic development, fostering not only academic growth but also important personal capabilities such as responsibility, self-regulation, and positive decision-making.





INTERNATIONAL

The 2025 school year has been a vibrant and rewarding one for the International Program at Hamilton Secondary College, defined by cultural exchange, learning, and new friendships. Throughout 2025, we were delighted to welcome 55 new international students, hosted multiple study tours from Japan, and provide a wide range of opportunities for our students to experience Australian life and enhance their English language skills.

This year, our College community grew richer with the arrival of 55 new international students, including graduate and study abroad students representing more than 10 different countries such as Japan, China, Vietnam, Germany, India, Norway, Poland, Hong Kong, Thailand, Italy and Brazil . Each student brought unique perspectives, contributing to a diverse and inclusive environment. From their very first days, tailored support helped them settle in, forge connections, and adjust to both academic and social life. Our international students quickly became an integral part of the school, actively engaging in classroom learning, sports, and a range of extracurricular activities. It has been inspiring to witness the friendships that have formed and the sense of belonging each student now enjoys.

A major highlight this year was welcoming study groups from Suito Kokusai High School and Ritsumeikan High School in Japan. These visits provided valuable opportunities for cultural connection and learning. The Japanese students participated in a variety of academic activities, explored local sites including the Adelaide Hills and city attractions, joined in sporting events, and learned about Australian culture and history. Our own students, especially those involved in the 'Buddy Program', enthusiastically welcomed the visitors, sharing their school experience and building lasting international friendships. These exchanges have deepened our partnership with Japan and broadened the horizons of all involved.

Extending our international reach, Year 10 student Sabrina Duldulao and staff members Isobel Logan and myself travelled to Japan during the April holidays as part of the Mishima High School exchange. Sabrina attended classes, presented in Japanese, and immersed himself in local customs and sightseeing. Sabrina, Isobel and I returned with unforgettable experiences and strengthened ties with our partner school in Mishima, a relationship we look forward to continuing in the coming years.

Excursions and Activities: Exploring Australia

The International Program ensured students had every opportunity to experience the best of South Australia. A memorable visit to the Adelaide Hills included interacting with native animals at Gorge Wildlife Park, sampling local treats at Melba's Chocolate Factory, and taking in the scenery at Mount Lofty. Another unforgettable adventure was the three-day camp to Kangaroo Island, where students observed iconic Australian wildlife, hiked, and explored renowned landmarks including Seal Bay, Flinders Chase National Park, Stokes Bay, and Penneshaw.

As the year drew to a close, we celebrated the achievements of our graduating international students from the Class of 2025. Many Year 12 international students have chosen to remain in Australia for university study, and we wish them every success in their future academic and personal journeys.

2025 has been a year filled with meaningful encounters and new experiences for our international students. From welcoming new arrivals and deepening cultural understanding to discovering South Australia's unique offerings, these opportunities have created lasting memories. The positive connections made this year will endure well beyond graduation, and we are excited to build on these successes in the years ahead.

Angus Fisher
International Assistant Principal





WELLBEING

This year has been a big one for wellbeing at Hamilton! From pancake breakfasts to powerful conversations about safety and identity, our school community has embraced initiatives that foster connection, inclusivity, and student voice. The Wellbeing Team has been proud to support students across all year levels through engaging programs, daily care, and opportunities to lead and grow. Here's a look at some of the highlights from 2025!

One of our most popular initiatives made its return: Breakfast Club! Every Tuesday morning, the smell of warm pancakes drifted through the air as students gathered to start their day right. Whether you prefer a simple buttered pancake, classic maple syrup, sweet jam, or a combination of toppings, there was something for every appetite. Breakfast Club quickly became more than just a meal, it was a chance to catch up with friends, connect with staff, and begin the day with a smile. A big thank you to all students and staff who made it such a success. We look forward to seeing even more of you there next year!

This year we were proud to announce Lily W. (Year 11) and Iris M. (Year 7) as our Governing Council Student Representatives for 2025. Having students involved in our school's leadership is a vital part of ensuring young people have a voice in shaping our future. Lily and Iris have contributed thoughtful ideas and perspectives on learning, wellbeing, and school culture. Their involvement strengthens our school community and highlights the importance of listening to student voices in every decision we make. We can't wait to see what they continue to achieve.

This year, our students in Years 7-10 took part in the ThinkUKnow program, an engaging and informative session run by SAPOL that focused on online safety, respectful relationships, and making smart choices in digital spaces. The sessions gave students the tools to recognise risks online, protect their personal information, and know where to turn for help. It's been a whole-school effort to build awareness and empower safe, respectful digital behaviour.

In August, Hamilton celebrated Wear It Purple Day, a national initiative that supports and uplifts LGBTQIA+ youth. The day was filled with colour, positivity, and a strong message of inclusion and belonging. By wearing purple and standing together, our school community showed that we are committed to creating a safe, supportive space for every student, regardless of gender identity or sexual orientation. It was a powerful reminder that everyone deserves to be seen, heard, and celebrated.

Our Harmony Day celebration was an unforgettable highlight of the year. The entire school came together to honour the rich cultural diversity within our community. We were thrilled to welcome Bortier from African Soul, who delivered an energetic and inspiring performance of drumming and dance. Students and staff joined in the fun, sharing in the rhythm and joy that filled the school grounds. The week concluded with a whole-school sausage sizzle, bringing everyone together over food and laughter. It was a true celebration of unity, respect, and cultural pride, and a reminder of the beauty in our differences.

Throughout the year, our wellbeing team and talented staff has continued to support students across the school through individual care, lunchtime wellbeing clubs, and the first stages of implementing the Berry Street Education Model. This exciting change has brought new energy to our morning Care Group, focusing on building strong, consistent relationships between staff and students. These daily connections lay the foundation for a supportive, trauma-informed learning environment where every student feels safe, known, and ready to learn.

As we reflect on a vibrant and meaningful year, we're proud of the way our school has embraced wellbeing, not just through events, but in everyday actions, words, and support. Thank you to all students, staff, and families who contributed to making 2025 a year of connection, celebration, and growth.

We can't wait to see what next year brings! - - The Wellbeing Team





ABORIGINAL & TORRES STRAIT ISLANDER ACHIEVEMENTS

Marni naa pudni,

This year's been a great one for our First Nations students. Our Hamilton mob has worked hard, stayed strong, and made a big impact through their learning, personal goals and community spirit.

We had Uncle Robert Taylor, Uncle David Booth and the Imbala dancers at Reconciliation week assembly and ran many lunch time activities for our students.

STEM congress

Three of our students were honoured to attend the annual Aboriginal Learners STEM Congress where they spent two days connecting culture to STEM subjects.

Lastly a huge shout out to our deadly graduate Shania Bretherton who is a proud Arunda woman. We are so proud of Shania for pushing through and completing her SACE. We can't wait to see the bright future ahead of her as she steps into the next chapter of her life.

We have had such a deadly year and cannot wait to see what 2026 brings.



SPACE

It's been an amazing time for the Hamilton Secondary College - Space School in 2025.

We started off the year with the Year 7/8 Space Academy class undertaking Mission to Mars and identifying Technology currently used that was first proposed in Science Fiction or Science Fantasy media. Did you know that the automatic door was first proposed in 1899 by HG Well's 'When the Sleeper Wakes'?

We then had some exciting weeks with the Year 7/8 class discussing special requirements for Astronaut's clothing on the International Space Station and future Moon/Mars expeditions. They designed 'Space Socks' and earned a Bronze CREST Engineering and Technology Design Certificate. One of the most popular designs had suction caps built into the sock bottom to help the astronauts keep their feet 'down' and relieve pressure on the top of their feet by hooking onto railings.

'Plants in Space' started with a talk from Dr Lieke van der Hulst about the research they are conducting for growing plants in Space at the University of Adelaide and with their Australian Partners. Our Microgreens, Mushrooms and Sprouts grew successfully and we had great fun tasting them later in the term. Our Year 9/10s also grew and taste tested the Microgreens later in the year as well as making and taste-testing Cricket Flour and Duckweed Powder Ginger Biscuits as part of 'Foods for the Future'.

The Year 9/10 Space Academy tested their Mars Rovers on the 'Surface of Mars' in our Mars Mission Surface room designed and made 3D printed components for Bottle Rockets (on our new 3D Printers) and creating their own accelerometers to see how high and fast they fly.

During the Term 2 holidays Hamilton Secondary College ran the Space Passport at the Andy Thomas Space Foundation 18th Space Forum, sponsored by the Department for Education School Pathways Program. Students, teachers and parents from all over South Australia and Children's University were provided with the perfect opportunity to learn about current/future careers within the rapidly growing Space Ecosystem and inspire young people to develop skills to push the frontier of scientific knowledge.

Year 7-10 Space Academy students attended Science Alive to experience first-hand all of the fields of science and technology with exhibitors in Zones for Space, Nature, Sports Science, Robots, Defence Industry, health Science, Energy & Mining and Careers. Our students also completed the Space Passport by visiting a minimum of 4 Science alive Exhibitor Booths to discuss Space & Defence Industry skills and careers, tertiary education and the school subjects recommended to optimise opportunities that were then further discussed back in Space Academy lessons. It was especially exciting for Limar, Zoe and Daniel who also had the opportunity to meet Australian astronaut and South Australian of the Year - Katherine Bennell-Pegg.

We always aim to represent a diverse range of jobs available in the South Australian Space section for our Annual Career night and we were delighted to host speakers from Adelaide University for the field of Space Architecture, Space Psychology and Space Engineering plus STEM Entrepreneurship from a Physics background.

Another successful Curriculum-Based program was the Year 7/8 students working with Fleet Technologies on the new 'LaunchBox Program' and a number of students helped celebrate on the official Sunday 2nd November, Launch Event.

On Tuesday 4th November, 2025, we celebrated the future of space innovation at the 2025 Andy Thomas Space Foundation Mars Challenge Showcase which explores space technology using the Aldrin Family Foundation's Giant Mars Map, linking STEM learning to real-world space challenges at the Australian Space Discovery Centre!. Congratulations to our Space Academy Presenters Mackenzie, Zach, Japleen, Jamie, Limar and Sebastian who did an amazing job of explaining their projects and how they linked to Space.

We're looking forward to hearing how 3 of our Space Academy students enjoy their Work Experience at local Space Industries at the end of the teaching year in 2025 and wish to congratulate Jess and Jasmine for winning a place with Fleet Technologies and Jamie at Inovor Technologies. Finally, we'd like to congratulate Zach as the winner of the 2025 Space Award for his extensive contributions both in Space Academy and helping showcase Space out of class.

Dr Sarah Baker
Space Assistant Principal





HUMANITIES AND SOCIAL SCIENCES

Year 7 Students Step into the Shoes of Parliamentarians

Year 7 students from 7.1 got a taste of political life during a visit to South Australia's Parliament House. Hosted by local Member of Parliament Nadia Clancy, the students were given an exclusive behind-the-scenes tour of the historic building, learning about the democratic process and the significance of parliamentary decision-making.

The highlight of the day was participating in a lively mock debate in the House of Assembly chamber. Students took on the roles of Speaker, Government and Opposition members, passionately arguing their positions on a youth-focused issue. The experience helped students develop a deeper understanding of how laws are proposed, debated, and passed.

Ms Clancy spoke to the students about her role as an MP and answered questions ranging from what inspired her to enter politics to how she represents the voices of her community.

The visit is a valuable opportunity to bring Civics and Citizenship education to life. It was great to see the students actively embracing the challenge and gained a new appreciation for how our government works.”

The excursion was part of the school's Civics and Citizenship unit, encouraging students to think critically about their rights, responsibilities, and role as active citizens in Australian society.

Year 9 Memorial Walk

From life in the trenches during World War I to the changes in modern Australia, Year 9 HASS students discovered how history connects to our lives today. The highlight of the year was our excursion along the World War I Commemorative Walking Trail, where students followed the path of the Anzacs, explored local monuments, and uncovered the powerful stories behind them. It was a memorable experience that brought history to life.



ENGLISH & EAL

Throughout the year, the English and EAL faculty encouraged creativity, critical thinking, and collaboration across every year level, enabling students to develop their writing, analytical, and imaginative abilities through a variety of texts and projects.

Year 7 students started by exploring poetry, composing their own personal poems which were displayed in the classroom. Performance poetry was also a focus, with students learning about tone, pace, and body language, ultimately creating impactful slam poems and reflective Odes that were either recorded on video or paired with visual elements.

Year 8 students broadened both their creative and analytical skills through different narrative forms, persuasive writing, and film studies. They examined Indigenous poetry, delving into cultural themes and poetic devices. Persuasive speaking was practiced through structured debates, and students also wrote comedic scripts and positive-themed picture books.

In Year 9, cinematic analysis was refined with the study of films such as *The Truman Show* and *Jurassic Park*, focusing on visual storytelling and themes. Extension students took on a Year 12-level text analysis of Shakespeare's *Romeo and Juliet*, exploring enduring themes of love and conflict. Meanwhile, year 10 students engaged with an array of texts, from war poetry and *Macbeth* to contemporary works like *Barbie* and *Coach Carter*, examining issues such as conflict, power, and gender roles. Their insights were demonstrated through essays, reports, podcasts, oral presentations, and even a lively review of frozen pizza brands.

Year 11 explored the world of literary criticism, studying texts including *Of Mice and Men*, gothic horror, and poetry on power, while considering relationships and how language shapes society. In their final year, Year 12 students explored *Lord of the Flies* and *Frankenstein*, while further developing their journalistic and persuasive writing skills.



SCIENCE & MATHEMATICS

Science

In 2025, Science continues to advance rapidly in our world with Sustainability a major theme. Discussions about a 'Circular Economy' are being spoken about as innovations are developed with methods in mind for usage of waste materials, utilising sustainable materials and built in recycling for 'end of life' products. Our Year 7-12 students have been focusing on an introduction to content from the new SA Curriculum this year which includes a focus on an Environmentally responsible disposition.

Building Science skills from Year 7-12, we aim to building a strong scientific understanding and problem solving skills for all our students by engagement with a broad scope of activities within Biology (including cell models), Chemistry, Physics, Psychology and Earth/Space Science. Senior science was showcased on Open night by two of our Senior SACE Accelerate students Diana and Oz.

Our international ISEC students completed an engaging unit on Ecosystems. Throughout the unit, they explored key environmental concepts including factors affecting ecosystems, the water cycle, and photosynthesis. To demonstrate their understanding, students applied their knowledge by designing and building their very own closed-system ecosystems—miniature worlds that reflect the delicate balance found in nature.

Psychology

During 2025, Year 11 Psychology students immersed themselves into the world of brain function. Students began the year learning about the formation of memories, and put their knowledge and understanding to the test by observing their memory capacity in an experiment on how we learn song lyrics. Next, we discussed the Nature versus Nurture debate and how thoughts and perceptions change across our lifespan. In Semester 2, students focused on Wellbeing and Emotion. Students learnt about the mental health continuum, the benefits of mindfulness, and how technology usage can equally support and deteriorate mental health. The Year 11s explored different theories of emotion, and how emotions are expressed based on cultural background. Throughout the year, students have learnt the value of historical psychological experiments whilst evaluating modern day ethical considerations.

Mathematics

In addition to exploring core mathematical topics such as number, algebra, geometry, measurement, statistics, and probability, our students engage in activities that encourage creative thinking and problem-solving beyond the ordinary.

This year, these activities have included year 10 students studying the topic of geometry through developing and applying reasoning skills to form proofs and solve various problems. To conclude the topic, students explored real world applications of geometry through the lens of Astrophysics. Students used the planetarium to explore Stellar Parallax, a method of using angular geometry and trigonometry to determine distances of stellar objects. Students replicated methods developed by the Greek Astronomer Hipparchus to calculate the distance to the moon. The year 10s also used similar processes to derive equations and determine the distance to our closest neighboring star, Alpha Centauri. They were then challenged to analyse these methods to identify limitations in these procedures and compare them to modern approaches to determine astronomical distances.

Throughout experiences like these, students are challenged to tackle complex problems, develop resilience and extend their mathematical reasoning.

Dr Sarah Baker
Science, Mathematics Faculty Leader





STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS)

STEM (Science, Technology, Engineering and Mathematics) transferable skills are a key requirement for many of the rapidly changing workforce jobs now and in the future and we were delighted to see that 2 of our Alumni students (2020 Year 12 graduates who took Senior mathematics and Science courses at Hamilton Secondary College) presented as part of their final year Engineering degrees at the Adelaide University 'Ingenuity' showcase on 'Australian Green Steel' (Future Energy & Resources) and 'Uncertainty in deep learning' (Transforming Technologies).

Year 7 STEM students embraced a real-world engineering challenge by designing and constructing model heatshields inspired by the James Webb Space Telescope. Throughout the project, they explored concepts of heat transfer in space and learned how to engineer solutions to protect sensitive equipment from extreme temperatures. Working within a set 'space grade' materials budget, students applied their measurement skills to accurately build according to their design specifications. Their final models were rigorously tested for effectiveness, using a heat lamp and thermometers to measure the performance of each heatshield.

We were excited to have two senior Maths and physics students (who are both planning on a future engineering career – potentially in Space & Aeronautics) to be invited to the Winter Series talks at Government House 'Talking about: South Australia in Space' with Katherine Bennell-Pegg - Australian astronaut with the Australian Space Agency, in conversation with Her Excellency the Governor on how she became the first person to qualify as an astronaut under the Australian flag, the development of South Australia's space sector, and the future of our state's space industry.



BUSINESS INNOVATION

Year 9 & 10 Business Computing

Students developed their digital skills using Microsoft Word, Excel, and PowerPoint. Year 9s focused on practical business skills such as writing emails and letters, while exploring business ownership, finance, and trade. Year 10s had an inspiring visit to the Tonsley Innovation District and took part in Digital Boss by Young Change Agents, where they worked in teams to create innovative business ideas and learned how technology can make a real difference. It's been a year full of creativity, teamwork, and entrepreneurial thinking.

Stage 1 Business Innovation

Students explored the exciting world of entrepreneurship and creative problem-solving. From designing products and services to creating detailed business plans, students honed skills in financial planning, marketing, and pitching their ideas to an audience. The highlight of the year was seeing their hard work come to life through “Shark Tank”-style pitches, where students showcased their creativity, strategic thinking, and confidence. This course not only taught practical business skills but also inspired the next generation of innovators and leaders.



HOME ECONOMICS

The Home Economics faculty has had an absolutely fantastic year, filled with learning, creativity, and hands-on skill development. We have guided students from Years 7–10, as well as ISEC in Home Economics and Stage 1 Food and Hospitality, supporting them as they develop practical abilities and theoretical knowledge that will serve them well beyond the classroom.

Our middle school students commenced their Home Economics journey by acquiring essential food safety practices. They have learned how to safely handle high-risk foods ensuring their creations are both delicious and safe to eat. Other topics explored were flavour profiles, the senses, methods of cookery, knife skills and the art of creating balanced, delicious, and visually appealing presented dishes. Their excitement and confidence in the kitchen have truly shone this year.

In the theory classroom, students have strengthened their literacy and numeracy skills by analysing data on the diets and health of Australians. They have practiced in recipe conversions and budgeting using Excel spreadsheets, gaining valuable skills in financial literacy. Additionally, students have embraced technology by creating professional meal-kit style recipe cards. This project required them to write detailed step-by-step instructions, take corresponding photos, create nutrition panels, and format all the information into clear, easy to follow documents.

These ICT skills are invaluable in the Home Economics classroom and transferable to other subject areas and future pathways.

Our Stage 1 Food and Hospitality students have also enjoyed an action-packed year. They have created dishes that reflect healthy eating habits, emerging food trends, and sustainable practices. By exploring local produce, experimenting with new technologies, and catering to specific dietary needs and cuisines, they have expanded their culinary creativity. Their stunning presentation skills have truly impressed, with vibrant and innovative menu items that look as incredible as they taste.

A highlight of the year was the participation of our Stage 1 class in the Royal Adelaide Show cookery competition. Our talented students proudly showcased their skills and achieved three ribbons. This accomplishment is a wonderful celebration of their hard work, teamwork, and enthusiasm for learning.

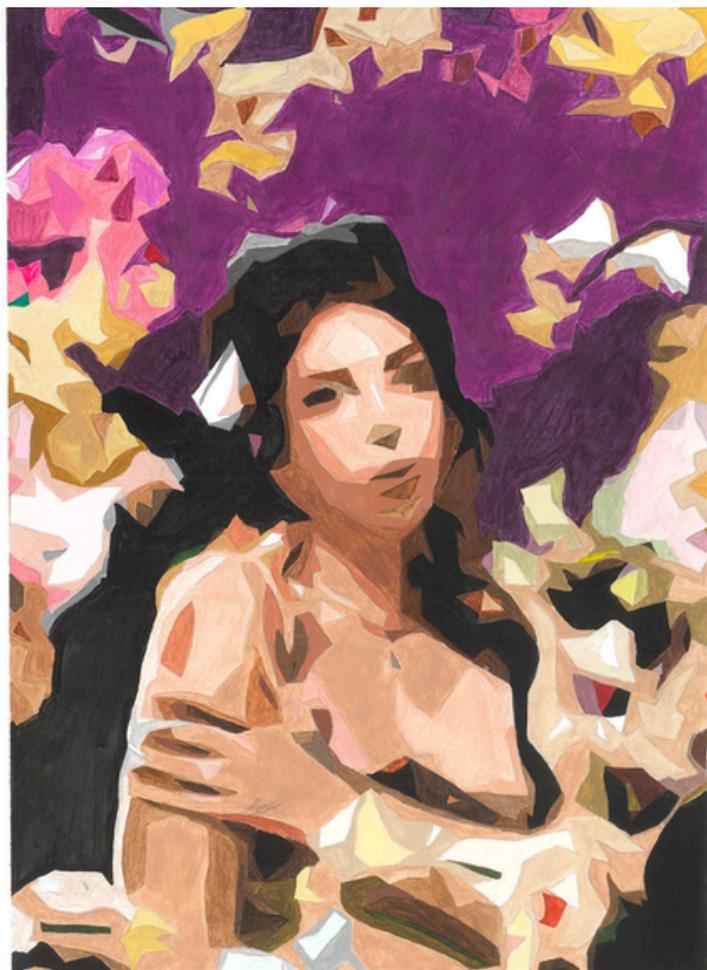
As the year comes to a close, we could not be prouder of everything our students have achieved. They have developed an impressive range of skills that will support them in future studies, careers, and everyday life. We are so excited to see how they continue to grow, innovate, and shine in the years ahead.

Congratulations to all our students for an outstanding year in Home Economics!

Desanka Arezina
Home Economics Coordinator



VISUAL ART & PHOTOGRAPHY

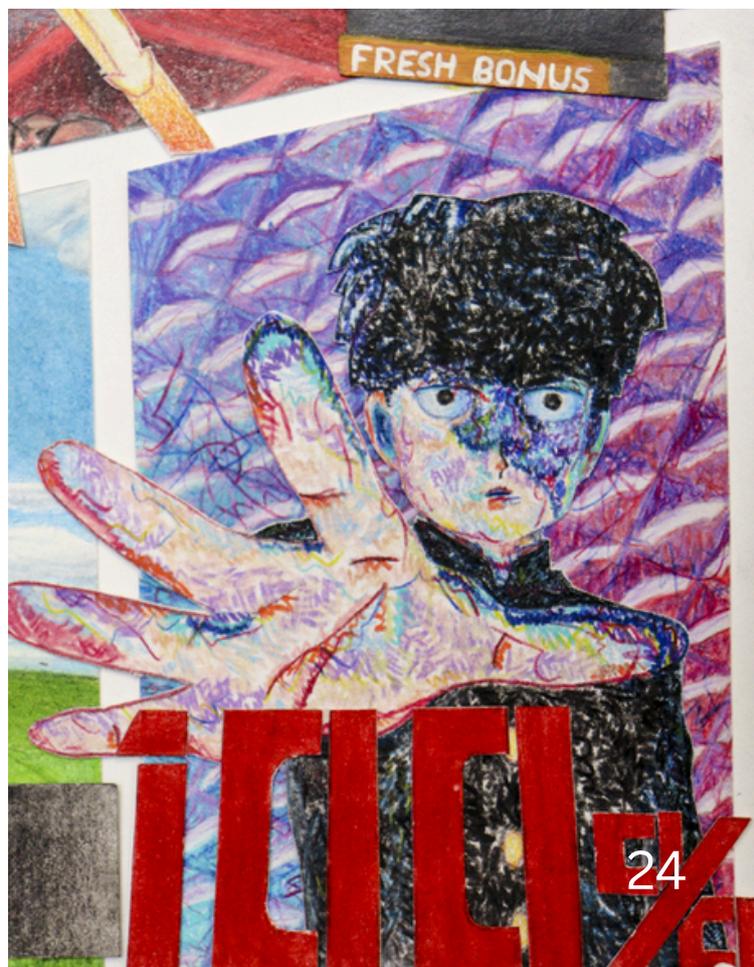


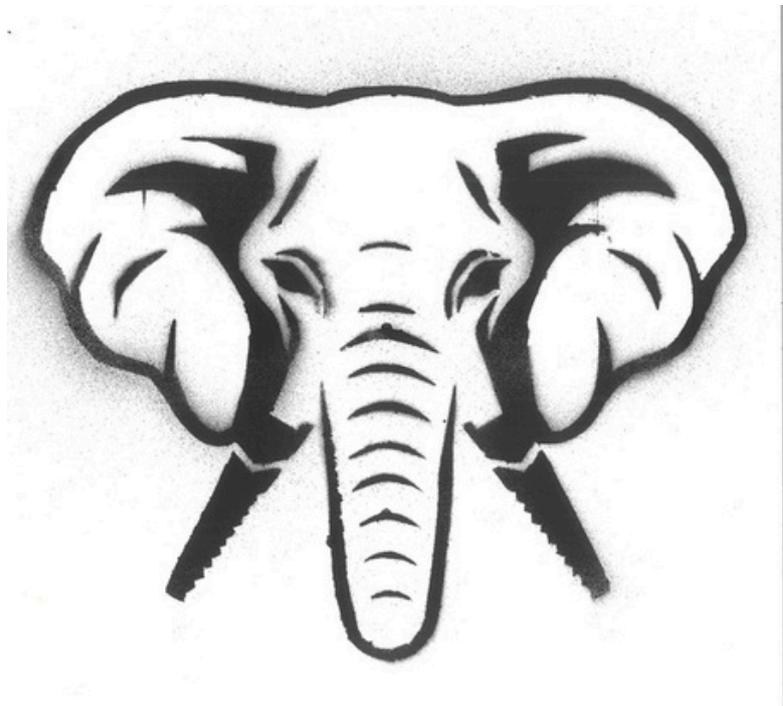
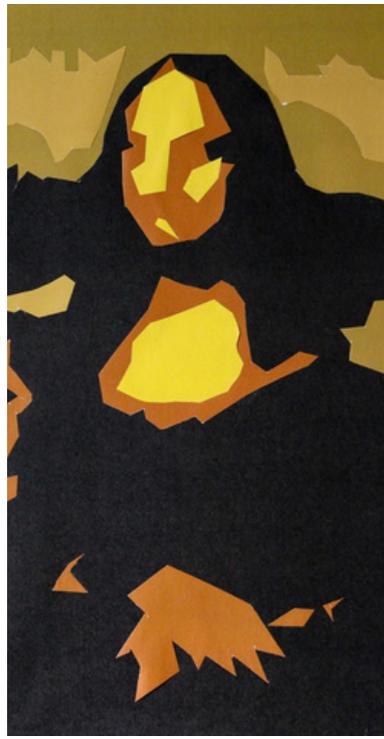
2025 has been a busy year for Visual Arts and Photography across all year levels.

Visual Arts students across middle school focused on artists and art movements such as Cubism, Surrealism and Banksy.

Artworks were created with a range of mediums including painting, drawing, collage, lino-printing, photography, Photoshop and spray painting.

A highly creative and artistic year!







PERFORMING ARTS

This year has been another busy one for the Performing Arts, with two Arts Showcases, featuring Dance, Drama and Music students from Years 7-12. These events showcase the learning, skill and talent of Hamilton's Performing Arts students and teachers.

Drama

In 2025, our Year 8 Drama students studied Children's Theatre. They analysed Children's TV shows, rehearsed and performed a class play, created their own Play School episode in a group, and also undertook a Set Design unit culminating in a 3D set. In our semester one Arts Showcase, the students performed scenes from *The Not-So Mysterious Disappearance of Cinderella* written by Chuck Novatka, and in semester two, students performed a snippet from *A Mixed-Up Fairy Tale* written by Susanna Hargreaves.

In Year 9 Drama, students practised stage combat, and developed small-group scripted plays. They also investigated slapstick comedy, silent comedy films, and the work of Charlie Chaplin. They then used this inspiration to create their own films, which they wrote, rehearsed, directed, filmed and edited. Two of these films premiered in our Semester One Arts Showcase: *Throwing Jazz Hands* and *The Circus*. During semester 2, the Year 9 Drama class embarked on a Learning Exhibition. They identified litter as a problem across our site, and by auditing the school, surveying students, engaging with the local community, and consulting experts, they addressed this issue. Armed with their insights, the class created original short films to stimulate reflection on the importance of eliminating rubbish. One of these short films, *Gretel's Awakening: Saving The Turtles And The World* premiered at our Semester Two Arts Showcase.

The Year 10 Drama students also showcased their acting skills at this event, where they performed a scene from the play *Uncle Vanya* written by a very well-known playwright Anton Chekhov. The audience was also lucky enough to see a few scenes from the Year 11/12 Drama production *100*, written by Chris Heimann and creatively directed by Ms Logan.

In Term 3, the SACE Drama class performed their rendition of Christopher Heimann's play *100* to a crowd of family and friends. Across different periods of history, four strangers come together after death to find meaning in their lives. Led by Lachlan Gobbo's enigmatic and snappy 'Guide', they revisit all their most important memories, hoping to move on to their chosen afterlife.

Ill-fated couple Alex and Nia (Emma Manning and Sahasra Kolla) must choose between the day they met or dreams of racing bikes, whilst forward-thinking Sophie (Pearl Rooney), overcomes gender expectations of the 1950s. The group is rounded out by Zach Allen as Ketu, a man ousted from his medieval village for his scientific mind. With additional roles by Isla Nettle, the cast performed an emotional and compelling story, capturing their audience with their drama of grief, love and acceptance.

With costumes, lights and poster designed by Poppy Drakoulas, the show was not only emotionally captivating but stunning to witness. Each costume captured the historical era of the character, whilst the stage illuminated the minimalistic set and physical theatre. Makeup and hair by Lucy Bastin also added to the experience, with scars, burns and bruises adding eerie clues to the deaths of our stars.

Dance

In Year 7 Performing Arts, students learnt a combination of Dance and Drama, with a large number of students enthusiastically performing their Hip-Hop dance *Hypnotize*.

During semester one, our Year 9 and 10 Dance classes undertook a unit on Acro Dance. First, they learnt some solo, duo, and trio tricks and lifts, which they then incorporated into their own routines, wowing the audience with their skill and enthusiasm. They also learnt and performed a Jazz dance, *A Little Party*, which highlighted their technique and performance skills. In Semester Two, this class learnt and performed *River*, a Lyrical routine, and *Pep Rally* a Hip-Hop dance.

Hamilton Secondary College Dance Club has also had another productive year. They performed at both Arts Showcases, and also opened our Sports Day with their Cheerleading routine *Defying Gravity*. In Semester two, the students developed their Hip-Hop dance skills through learning and performing their piece *Trendsetter*.



Music

Our Music faculty have showcased a variety of musical genres throughout the year, including pop, rock and alternative. Audiences have been lucky enough to see solo performances from students in Years 7-12, as well as ensembles featuring students from various year levels, in particular the Year 11 band.

This year we began a school choir, which is currently made up of students from Years 9 and 10. They sang the song Yellow at our semester two Arts Showcase, True Colours at our Hamilton Secondary College Awards Night, and also performed at Forbes Primary School. It's been exciting to see more middle school students keen to perform and showcase the emerging talent that Hamilton Secondary College students have to offer.

Likewise, our senior Music students also had the opportunity to showcase their skills and talent at our SACE Music Night, which included a variety of compositions, genres and styles, all performed to a very high standard.

We are very proud of the way our students have performed this year, and look forward to seeing their continued development in 2026.

Amanda Furness
Arts Coordinator





JAPANESE

2025 has been a big year for LOTE studies at HSC. Across years 7 and 8, students have studied Japanese, broadening their cultural and historical knowledge of Japan and developing their conversational skills. Students have created self-introductions, budgeted and planned hypothetical school trips in Japan and practiced instructional language. They have also engaged with multiple forms of Japanese media, illustrating traditional folktales for Kamishibai theatre, creating mid-century inspired newspaper articles and identifying culture in Japanese film.

We have also been lucky to have two Japanese study tours visit us at Hamilton; one from Suito Kokusai High School in Osaka, and one from Ritsumeikan Junior High School in Kyoto. These tours are a valuable source of cross-cultural connection, forging relationships between our students and theirs. Each one creates opportunities for students to make new friends, share culture and practice their language skills.

Cultural Exchange Trip to Mishima, Japan

In the Term 1 holidays this year, Year 10 student Sabrina Duldulao had the honour of representing our school, accompanied by Mr. Fisher and Ms. Logan as a part of our ongoing partnership with Nihon University Mishima High School.

Over the course of two weeks, Sabrina and a group of students from other Adelaide-schools were warmly welcomed at NUMHS, participating in classes and cultural activities that offered a deep insight into Japanese education and daily life. In addition to the academic experience, the group explored several iconic locations across Japan, including the scenic region of Hakone (with views of Mount Fuji), and the vibrant city of Tokyo, including Disneyland, Tokyo Skytree and Sensoji Temple.



DESIGN, TECHNOLOGY & ENGINEERING

2025 has again been an outstanding year in Design and Technology.

Last year we introduced a Vocational Level Engineering program and an electronics focus in junior classes and re-established Computer Aided Graphics in our middle school.

These subjects have engaged our students and have been continued to be embedded into our school Design and Technology offerings this year and are likely to be further developed within our year 10 group.

Middle school classes also have expanded offerings in Design and Technology each year, many of these directly connected to our STEM and Space programs within the College.

Currently, Woodwork and Metal work are taught as Year 11 and 12 SACE subjects. However there has been a growing interest in Robotics and other technologies by students. Robotics at Year 12 level will be introduced in 2026.

Design, Technology, Engineering and STEM competition at the Royal Show 2025

Hamilton Secondary College has again been extremely successful in the Schools' competitions at this year's Royal Adelaide Show.

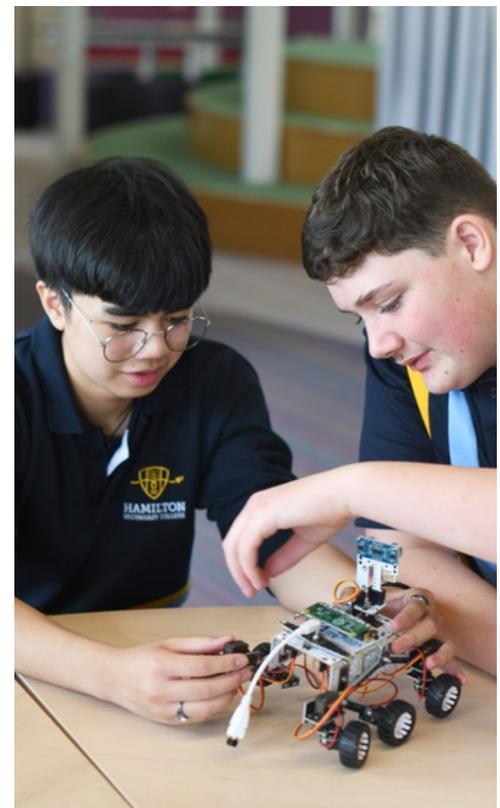
As in previous years, Hamilton Secondary College has been a significant contributor to the Secondary Schools competition for Design, Technology, Engineering.

Over recent years, we have expanded our course offerings within the College and our courses now include VET Engineering, Computer Aided Design, Electronics, coding, STEM innovation and have further developed our Advanced manufacturing processes within the College. Student work was also entered into the competitions for these Technology and STEM categories in the Royal Show

Hamilton Secondary College has again achieved outstanding success at the Royal Adelaide Show competitions in 2025. This College has a long and successful history of students from Years 8 to 12 registering and submitting their projects to the Royal Show. Hamilton students are recognised as the most consistent and largest contributor to this competition in South Australia by the Royal Show organisers of the competition.

Congratulations to all students from these subjects that entered the competitions.

Rod Yon
Design, Technology & Engineering Coordinator



Total Royal Show Prize winners for Hamilton Secondary College



5 First Place Prizes



6 Second Place Prizes



10 Third Place Prizes

Prizes in Woodwork, Metalwork & Combined Materials



HEALTH & PHYSICAL EDUCATION

2025 has been another outstanding year for Health and Physical Education, filled with dynamic learning, special events, new facilities, community grants, and plenty of memorable moments. Our HPE team has continued to refine and improve the curriculum, ensuring students experience a modern and relevant program. Throughout the year, students in Years 7 to 12 engaged in a diverse range of practical activities, including Athletics, Basketball, Badminton, Softball, European Handball, Korfball, Netball, Futsal, Volleyball, Aussie Rules, Hockey, Golf, Fitness Testing, Recreational Sports, Training Methods, and Darts.

In our theory classes, students explored a variety of vital topics, such as Biomechanics, Energy Systems, Sexual Health and Relationships, Risk Taking, Nutrition, Mental Health, Training Principles and Methods, Inclusivity, Empathy and Mindfulness, Coaching, Event Management, and Sports Injuries. During athletics units in middle school classes, students applied biomechanical principles including height, angle, and speed of release their performances, with guidance and leadership provided by the Year 12 Sports Studies class as part of their SACE Connections assessment. Students made significant progress in track and field events, biomechanical understanding, and leadership skills.

2025 also saw the College's sporting facilities further enhanced, thanks to a successful 'Places to Play' grant through the South Australian Cricket Association (SACA). This funding made it possible to install a brand-new cricket pitch, providing students with an excellent opportunity to further develop their cricket skills. The new facility will be a valuable asset for years to come, supporting PE lessons and school sports teams, and strengthening the College's sporting culture.

We are also pleased to announce that planning is well underway for a major upgrade to our outdoor sports facilities. Construction is due to commence soon, with completion expected by early to mid-2026. These exciting upgrades will offer our students and the school community even better resources for physical activity, training, and sporting events in the future.

Special events have been a major highlight this year, with another exciting HPE Week bringing together hundreds of students to celebrate health, fitness, and teamwork. The week's program featured a variety of activities, with students representing their houses in competitions such as Basketball, Soccer, Netball, Badminton, and Volleyball. The annual Year 12s vs. Staff Volleyball match was as popular as ever, with the staff claiming victory this time. Congratulations to the Year 12s, everyone who participated in HPE Week, and Venus House for taking out the overall honours.

A particularly memorable part of HPE Week was the Whole School Colour Run. Held midweek, this event involved students, staff, and the broader school community, all enjoying a colourful day of physical activity. Participants completed laps through the 'colour zone', being dusted in bright powder as they went. The Colour Run fostered positivity and a sense of belonging, exemplifying school spirit and teamwork.

On behalf of the Health and Physical Education faculty, I would like to thank all students for their enthusiasm and participation throughout 2025. We look forward to another year of learning, activity, and achievement in 2026!

Angus Fisher
HPE Faculty Leader





SPORT

It's been another huge year for sport at Hamilton Secondary College, with plenty of success stories, close finishes and moments that reminded everyone why we love competing. Our Zone Sports teams gave their all throughout the year, representing Hamilton proudly across 7/8 Boys Basketball, 7/8 Girls Volleyball, 9/10 Boys Basketball and 9/10 Mixed Volleyball. The commitment shown at after school games was outstanding and a real credit to the students involved.

At the State Athletics Championships, Hamilton finished a strong 5th overall, with the girls team coming in 2nd, an incredible effort against some tough competition.

Sports Day was another highlight, with all three teams Venus, Neptune and Mars battling it out right to the end. In a thrilling finish, Venus claimed back to back victories, winning with 992 points, just ahead of Neptune 974 and Mars 962. The day also saw some outstanding individual performances, with 23 school records broken.

We also fielded a record number of teams in Knockout Sports, including 7/8 Girls Netball, 9/10 Girls Volleyball, 9/10 Boys Basketball, 9/10 Girls Basketball, 11/12 Boys Volleyball, 11/12 Boys Basketball and 11/12 Girls Netball. A special mention goes to the 9/10 Girls Basketball team who made it all the way to the grand final.

Our school also participated in day carnivals, with the Year 7 to 9 Badminton Carnival producing a clean sweep as Hamilton took out both the boys and girls titles. We also competed in the 3v3 Basketball Carnivals with two Year 7 to 9 and three Year 10 to 12 teams, and the Year 10 to 12 Futsal Carnival, showing off the depth of talent across the school.

Continuing our new tradition from last year Staff vs Students matches. The games brought the whole school together, with friendly rivalries and plenty of laughs. Staff faced off against students in basketball and netball, while the Year 12s challenged the teachers in volleyball to celebrate their last day at school.

It's been a year full of effort, teamwork and a whole lot of fun. Congratulations to every student who trained, competed or cheered from the sidelines, you've helped make 2025 another great year for Hamilton sport.

Jericho John
Sports Coordinator





VET

The dedication and passion displayed by our students this year has been inspiring. They have shown remarkable growth, creativity, and professionalism, making us incredibly proud. As they move forward, we are confident that the skills and experiences gained during this course will serve as a strong foundation for their future pathways.

Certificate II in Engineering Pathways

Our Vocational Engineering Pathway for students who are interested in pursuing Engineering at University or through the apprenticeship pathway continues to be a thriving opportunity and is offered to students from schools across this region as well as our Hamilton students. The formal connection of Tafe and University qualifications being blended into a 2 year Tafe program with direct access to University for the following 2 years is well established and is a popular way to gain an Engineering degree currently.

This year, students in the Certificate II in Engineering Pathways program successfully completed more than 12 units of competency. These covered a wide range of essential skills including working safely and effectively, developing a career plan, sustainable work practices, manufacturing engineering projects, clear communication, and the use of hand tools, power tools, fabrication equipment, and machinery. Students also gained experience in disassembling and reassembling motors, operating engineering machines, and welding.

This year's group worked hard throughout a busy and challenging course, and we are proud to congratulate all students on successfully achieving their Certificate II.

Certificate III in Screen & Media

It has been a busy four terms over in the VET Media Computer room, and in various locations both on and off the HSC campus.

Students started the year engaged in learning the basics about camera operation, audio recording, lighting setups, and about the different production roles that are required to complete a simple film project. To get their first tasks underway, students took part in creativity exercises designed to push their ideas to the next level, towards interesting and even unexpected territory. The various groups would go on to successfully complete their first production tasks, a series of music videos, using these skills.

The class gained hands-on experience by learning to follow industry practices. This included conducting WHS (Workplace Health and Safety) assessments, completing equipment request forms, obtaining legal permissions and agreements, and maintaining records of all audio and video files that they produced. They developed essential skills in generating ideas, creating storyboards, writing scripts, and designing and editing video-based media projects.

The VET students saw first-hand what goes on behind-the-scenes during an excursion to local community television station Channel 44 and the ABC's BTN studios in Collingwood.

Another highlight for students this year was a number of visits from filmmaker Richard Coburn, who talked about his career in film and editing, both with large agencies and with his own productions including some well-known advertisements, and film clips for the Hilltop Hoods. He gave excellent tips and advice to assist students with motion graphics for titling, and for their own promotional and documentary filmmaking tasks.





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