



Newsletter No. 3

Term 2 - June 2020

From the Principal, Peta Kourbelis

Transitioning to face to face learning

We are very pleased to welcome the vast majority of our students back to face-to-face learning. Our online learning will continue for a few weeks longer to accommodate those students who are currently unable to return to school due to medical reasons. I have been impressed with the positive and responsible manner that our students engaged with online learning. I thank our families for supporting their child to quickly adapt to this new mode of learning. I also appreciate our community's positive response to the various measures that we implemented to reduce the possibility of infection. Equally, I have been most impressed with our staff's preparation of curriculum to cater for the dual mode of learning implemented last term. We are progressively easing restrictions in line with State Government announcements. Currently our practical classes have resumed, however extracurricular activities such as zoned sports and excursions continue to be postponed. Other current restrictions of note include the entry of parents and visitors onto College grounds. I thank parents for your patience in this matter.

\$ 9 Million State Government Funding

We are delighted to announce the extensive number of projects that our College will now complete utilising the \$9m State Government Funding received in 2019. Our projects include the refurbishment and upgrade of existing learning areas, the installation of air conditioning and heating in the gym, the building upgrade to incorporate entry points at the Marion Road frontage as well as landscaping designed to modernise the College. We would particularly like to note that this funding will also finance the construction of a new state-of-the-art Performing Arts Centre. Our staff and students are especially excited about this, as this new facility will support the growth of the Performing Arts pathways.

This building is beautifully designed to showcase the diverse performances that will be delivered through our curriculum. It features a large entry foyer with a generous exhibition space. The 150 seat auditorium is surrounded by exceptionally flexible studios to accommodate the teaching of Music, Drama, Media and Dance. It also includes 5 rehearsal and workshop spaces. The Performing Arts Centre is connected to an outside central plaza where outdoor performances can take place, which links to the senior study centre. Our canteen will be redesigned and relocated in the Performing Arts Centre enabling this facility to be open during evening performances. We are also thrilled about establishing a school planetarium which will also be located within the Performing Arts Centre building. This unique immersive facility will certainly add value to our Space Education. Beyond this, the realism evoked by the 3-D environment of the planetarium will provide us with an exceptional resource to enhance student learning, stretching their thinking and enabling them to better comprehend abstract concepts, particularly central in STEM subjects. The planetarium will further support learning across other learning areas, expanding students' skills around creativity, engagement and curiosity. I will keep families updated once construction commences.

Peta Kourbelis
Principal



Diary Dates

Uniform Shop

Mondays-Fridays 8.30 am - 3.00 pm

For further assistance please contact the Front Office on 8275 8300.

JUNE

08 Queen's Birthday

JULY

03 Last day of Term 2

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Year 12

Throughout Term 2, the Year 12 students at HSC have settled back into their studies and have been working hard in all of their subjects. The focus for this term has been and will continue to be working towards completing the Research Project, which will be completed by the end of Semester 1. On top of the Research Project, the Year 12 students have been keeping up with the requirements of their other 4 subjects by completing assignments, tests and other school-assessed tasks. I'd like to commend our Year 12 students on their ability to adapt to online learning during the interruptions caused by COVID-19. Many of our Year 12 students were able to keep up with their work whilst at home through using Microsoft Teams

and demonstrated a high commitment to their studies.

During Pathways, the Year 12's have continued to develop their organisational skills through their sessions with Sam Ghamrawi from Sekseed. The students have created a 'Pathway for Success' with clear personal goals and behaviours outlined in the document. In addition to these sessions with Sam, the Year 12 students have begun to focus on their future career pathways. This has involved a presentation from the University of South Australia and SACE/ATAR presentation. During Term 2 and 3, Year 12 students will continue to focus on their future career pathway and will receive some support with their Research Project.

Other highlights for our Year 12's in Term 2



have included Reconciliation Week activities and a pizza lunch that served as a bonding experience and a motivator to continue working hard throughout Term 2. I'd like to give a special mention to Year 12 student, Flayme Rollins, who organised a 'Splash of Colour Day' to raise money for The Healing Foundation as a part of Reconciliation Week. Flayme was able to raise \$165 and raised awareness of some key health issues for Indigenous Australians. Well done Flayme!

Angus Fisher
Yr 12 Manager

***Above: Year 12 students engaging in a ZOOM presentation with Sekseed
Left: Ray Zhang performing a solo in Stage 2 Music***



Sport

Given the fallout from the COVID-19 Shutdown, we have very little to report on Sport within this Newsletter. The last few weeks have been very restrained, with the normally vibrant programme of Knockout carnivals, Come-n-Try days, and after-school Zone Sport competitions being completely abandoned. Students have greatly missed this important aspect of school life. Until very recently, all practical sports activities within schools have been restricted. This has certainly precluded our normal programme of after-school Zone Sport, but extended even to Health and PE classes held within school. Theoretical studies continued, but all practical activities where students would normally compete against each other, were curtailed. In the past fortnight we have seen some relaxing of these policies. Students are once again able to participate in a small range of non-contact sports during PE

lessons. Whilst Football and Basketball remain off the agenda, we have begun to engage students in Volleyball, Table-tennis, Badminton and Floor Hockey. These sports do not entail any wrestling for the ball or direct body contact. We remain mindful of good hygiene procedures, and are careful to limit the number of students on the court at any one time.

On Friday 22nd May, Sports Coordinators from all schools in the Southern Zone "attended" a meeting via Zoom, to try and find a path towards re-commencement of school sport. Currently, all school excursions are banned, at least until the beginning of Term 3. We are hopeful that some restrictions will be lifted at that time, but we remain subject to official approval which can only come from the CEO of the Department for Education. In the meantime, the Sports Coordinators responsible for after school competitions are planning

ahead. If restrictions are relaxed as we hope, we envisage a delayed Winter Sports competition, running from Week 1 until Week 7 of Term 3. This will focus on competitions for Senior students, as it will be the last chance for them to participate before final exams in Term 4. We will follow this with a shortened Summer competition, catering for middle-school students, running through Weeks 1 -6 in Term 4. Parents and students can be assured much effort is being put into forward planning, ensuring we are well prepared to re-ignite a vibrant sports programme as soon as current restrictions are lifted.

Mike Eglinton
Sports Coordinator



Middle School

The beginning of this term showed a very different learning environment for middle school students at Hamilton Secondary College. Students and teachers stepped up to the challenge of online learning and as a result developed and discovered new skills and approaches for their learning.

With some students in school and others at home, students and teachers were still able to flex their creative and academic muscles. Year 8 students developed their poetic skills through the development of their own poems whilst year 9 students in STEM developed their solutions to the issue of plastic pollution in the Ocean. Year 10 students also developed new understandings in History as they researched the rights and freedom movements of the 20th Century.

However, as the term moved forward, we slowly moved back to the usual business of the year as students could once again attend lunchtime clubs and complete practical lessons in their classes. It is great to see students taking part in hands-on learning.

Amanda Furness

Middle School Assistant Principal

BENEFITS OF GOING TO SCHOOL EVERY DAY



more likely to stay on track and progress academically



opportunities to take part in social and learning activities organised by the school



more likely to have stronger social and peer connections



learning positive life skills



safe in the care of school staff with access to support and services when needed



will reach their full potential and have a range of opportunities in life

Autumn

As the days went on to February to March.
The summer breeze faded away at a glance.
The curled branches lets go of its tinted orange leaves,
As they glided away onto the sparkling grass.

Crunch the crisp orange leaves met my feet,
As the hundreds of brittle fragile leaves,
Fall down to the ground beneath.

As I feel the autumn breeze,
Chills began to travel down my spine.
Each leaf has its own unique design.
The vines from trees intertwine.

This would be the perfect place for my special
Clementine.

by Arabella Hickman (081)

Forest of Fires

The forest is full of greens and unseen by many,
beautiful and peaceful with the trees wooden material,
birds flying high in the sky,
and birds singing with nut pinging off trees.

Animals running and fleeing,
Fire burning red, warning all life around it run or die
heat pushing animal along making them run faster,
burning all trees to charcoal black.

Animals lying down like they're dead,
animals and trees breaking, burning and bleeding,
Death everywhere, a forest once peaceful and now,
burned life on ground and nothing but charcoal black.

Weeks later, trees better greens growing,
through charcoal trees, regenerating slowly like an injury after a bad fall,
animals rebuilding their homes to start again.
Life can rebuild itself after destruction.

By Eddie Amato (082)



Above: Drone photo of Hamilton Secondary College students forming a Kurna Shield

Reconciliation Week

This year Hamilton Secondary College celebrated Reconciliation Week “In this together” with a whole school initiative by watching a video created by Kelly Roe (ATESO) and Flayme Rollins (Year 12 student) explaining what Reconciliation means and raising awareness of the devastating rates of suicide within the Indigenous population. The whole school then assembled on the oval to create the outline of the Kurna shield. This was captured by Mr Virgo on a remarkable drone photo. Flayme Rollins, one of our inspiring Year 12 Aboriginal students, created a fund raiser for Awareness of Indigenous suicide by producing a “Splash of Colour Day”. Students were asked to wear a splash of colour that represents the colours within the Aboriginal and Torres Strait Flags with a gold coin donation: over \$165 was raised. During the week we also had a BBQ celebrating Reconciliation Week that was run by some of the Aboriginal students and Mr. Papageorgiou as well as face painting, bracelet making, and ribbon badges. Also leading up to Reconciliation Week, some of our Aboriginal students participated in cultural activities around the importance of smoking ceremonies with in Aboriginal culture. We made smoking sticks out of local native plants from the area. The students really valued the platform of Reconciliation Week to be immersed in their culture.

Kelly Roe
ASETO



What is Reconciliation?

At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.

“... A reconciled Australia is one where our rights as First Australians are not just respected but championed in all the places that matter ...”

Kirstie Parker – Board Member, Reconciliation Australia

For Aboriginal and Torres Strait Islander peoples, Australia’s colonial history is characterised by devastating land dispossession, violence, and racism. Over the last half-century, however, many significant steps towards reconciliation have been taken.

Reconciliation is an ongoing journey that reminds us that while generations of Australians have fought hard for meaningful change, future gains are likely to take just as much, if not more, effort.

In a just, equitable and reconciled Australia, Aboriginal and Torres Strait Islander children will have the same life chances and choices as non-Indigenous children, and the length and quality of a person’s life will not be determined by their racial background.

Our vision of reconciliation is based and measured on five dimensions: historical acceptance; race relations; equality and equity; institutional integrity and unity.

These five dimensions do not exist in isolation, but are interrelated. Reconciliation cannot be seen as a single issue or agenda; the contemporary definition of reconciliation must weave all of these threads together. For example, greater historical acceptance of the wrongs done to Aboriginal and Torres Strait Islander peoples can lead to improved race relations, which in turn leads to greater equality and equity.

“Reconciliation must transcend Australian political theatre and promote a sense of national unity ...” Patrick Dodson – The State of Reconciliation in Australia, 2016

“Reconciliation isn’t a single moment or place in time. It’s lots of small, consistent steps, some big strides, and sometimes unfortunate backwards steps ...”

– Karen Mundine – Chief Executive Officer, Reconciliation Australia



**Above: Front Office Staff making a donation.
Left: Reconciliation Week Celebrations**

VET

What a challenging semester this has been. I am glad to announce that all VET courses are up and running face to face for the secondary students, with the adults joining in on Microsoft Teams. We at Hamilton will be introducing short courses that will offer our students a 'Statement of Attainment' (which is nationally recognized) and SACE credits. The following short courses will be offered next semester:

- Café Catering (part of the Kitchen Operations course)
 - Business Essentials (part of Business Administrations course)
 - Get Up & Go (part of the Tourism course).
- Hamilton Secondary College will be introducing in the future a Hospitality skills set course, comprising of:
- Responsible service of alcohol
 - Prepare and serve espresso coffee
 - Prepare and serve non-alcoholic beverages
 - Use hygienic practices for food safety.

There will also be an Engineering program (VET). Hamilton Secondary College has been working with PEER Training to develop and extend options that lead to well paid, in demand employment opportunities for our own and Regional students. The course is designed to provide students with an introduction to the Metals and Engineering area and will provide students with VET qualifications (vocational competencies). The program is intended to be delivered on site at Hamilton and is planned to start in Semester two, depending on the conditions and government health advice at that time. This program is intended to provide students with an advantage for applying to Group Training Organisations for apprenticeships and is particularly focused on the Ship building and supply chain companies that provide components and services to the Defence Industry. If interested please contact Hamilton Secondary College on 82758300. Exciting times ahead!

Ms Desanka Arezina
VET Coordinator



Certificate III Business Administration

Last year, Cayla Sansom enrolled as a regional student in the Certificate III in Business Administration. Originally, she was enrolled in a beauty course elsewhere but she decided that she would have more career opportunities working in a business environment. Cayla enrolled in May and worked hard to complete her course in six months, so that she could achieve enough points for her SACE. She was determined to obtain a job before year-end and she applied for many jobs both in person and online. She was lucky enough to receive two job offers in a week.



She is now employed full time as a Receptionist at Peter Fisher Lawyers. She likes the fast pace of the work environment and her employer commented on her extensive computing skills, attention to detail and skills in document design: many skills she learnt from completing the business course. Cayla hopes to gain more experience in the legal area, with her ultimate aim of studying law at university in the near future.

Lily Carusi
Business Administration Teacher

Certificate III Film and Media Students



Film students have been working on digital stories, stills and stop motion. They have also had good results in film-making competitions. ~ Katherine Allen ~ Film Teacher



Get up and Go!

Travel and Tourism Short Course in Semester 2

Easing COVID - 19 lockdown restrictions means that travelling domestically is nearly within reach. With this in mind, we are excited to offer a new VET in SACE short course called Get up and Go! Students top up their SACE points and can gain some national competencies in Domestic Australian Tourism. This is the perfect time to be focusing on our Australian Travel Product and to get familiar with our local destination Geography. Jobs in the tourism industry are set to open up as more people look locally for their next holiday experience. Tourism Research Australia has found that more than 500,000 Australians are willing to take a weekend away to Regional Australia in the next two months. The research also found that on average people spend \$584 per trip. This means that \$282 million could be injected directly into struggling regional areas. We know people still want to travel, we know that people want to get out there and explore. People are going to look to reconnect with their family and friends. And travel is just an incredible way to do that.



*Tourism Australia is now trying to refocus people who would usually be holidaying overseas to travel locally when restrictions subside. So this is your chance to 'Get up and Go!' with our new tourism short course. Enrolments are open soon. Flora Botting
Travel and Tourism Teacher*

MAPS

Term 2 is halfway through and we have hit the ground running after our students have returned to the classroom after isolating at home and learning via online delivery. The entire student body attended our administration meeting. After our Covid 19 protocol discussion we were back to doing what we love...preparing to make films! Next week our students will pitch the round 3 projects. In round 3 all students will develop an idea and pitch their film. Students then elect to be considered for voting to direct their film. Students will then vote which films they would like to make and jump straight into pre-production. At least 10 films will be made this round and the genre is Drama or Mockumentary. Students will have three days to shoot their films and get it in the can. This round students will be working on at least two films. They will learn to juggle commitments and be pushed to excel. Round 3 crew will include focus pullers and stills photographers, as well as the standard crew of Producer (who becomes the 1st AD on set), Writer/Director, Camera Operator, Location and Post Audio person and Editor. The role of Production Design is shared by the group or taken on by anyone within the crew. Much can be achieved in a well organised and well scheduled 3-day shoot. Meanwhile, students will continue editing the round 2 projects. Round 2 was modified this year and each student has made a film at home. They have worked together in teams via the online platform, but each student had a chance to write, produce, direct and shoot. 28 films have been shot and the genre was left open. We will be screening these films on the last day of term and can't wait to see the variety of films produced under such challenging circumstances. Ashlee Page and Sandra Cook
MAPS Teachers

Engineering program (VET)

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Rod Yon
Assistant Principal

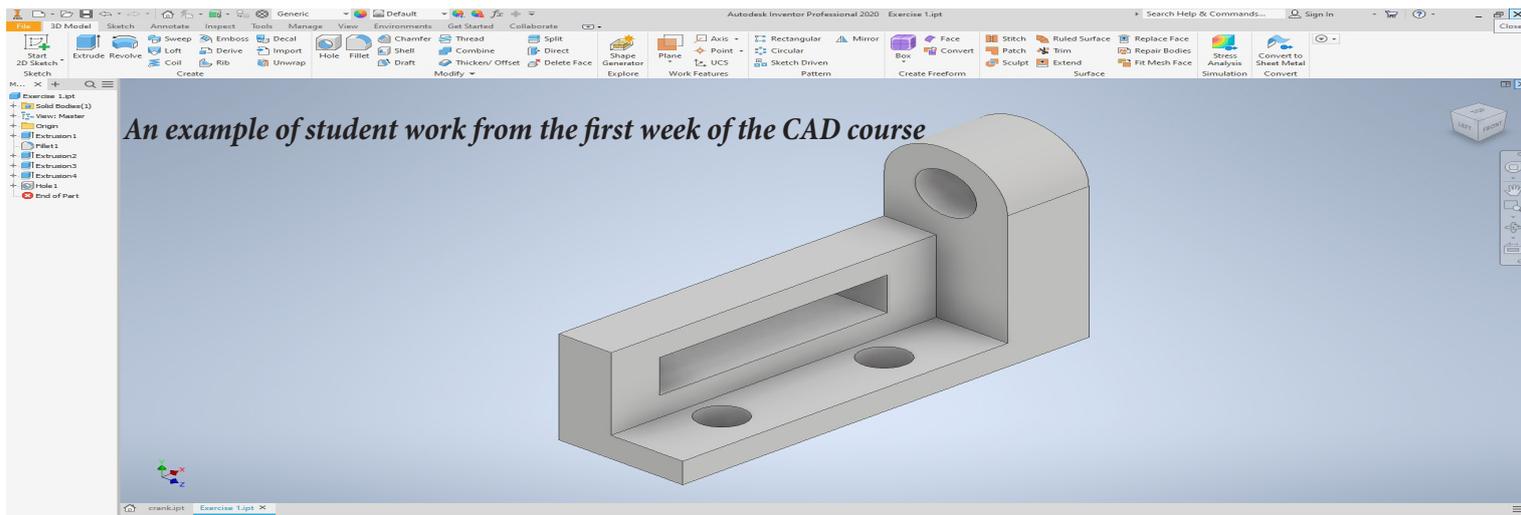


Left: MAPS students working on their film pitches.

CAD

Thirteen Year 9 and 10 students have successfully applied to be a part of a CAD program starting on Thursday 21 May until the end of Term 4. The students will learn about CAD modelling, using industry level software and advanced prototyping processes such as 3D printing, Laser cutting, other computer controlled processes and Engineering. The course will reflect the style of learning many of the high-end employment opportunities are requiring. Defence Industry, Ship Building, the Space Industry, Engineering, Advanced Manufacturing and many of the high-level University courses use CAD for much of their work. Students will also have opportunities to see how these skills and processes are used out in the commercial environment through site visits and excursions (once Government imposed restrictions are lifted and we have the all clear by the Department for Education).

Rod Yon
Assistant Principal



International

Where are they now?

Some of you might remember Lucas Vincente, Katia Cavalcanti and Joyce Freitas who came from Pernambuco, Brazil and were enrolled in Year 10 at HSC in 2013. They were part of an exciting competition called Win the World. This was a scheme organized between IES DECD and the Brazilian government to improve English language for their brightest young people in preparation for the Olympic Games in Rio. Recently they were in contact with Mrs Botting to tell us their news. Here is a photo of Katia, Lucas and Joyce in the HSC International Room in 2013.



Lucas Vincente

Lucas wants to say hello to all of his teachers from HSC and he wants us to know that we are a part of all of his achievements. Lucas is now an English and History Teacher in Pernambuco, Brazil from the Win the World Program. He works in a school for younger children during the week and a private school for all ages on Saturday. You can see Lucas with his students below. Lucas says that 'Win the World was essential, as it helped him to realise a dream. 'Australia was the best thing that happened in my life. It was because of this experience that I grew up professionally and became a better person. It prepared me to discover a new culture and language.' About his students, Lucas says 'the

Joyce Freitas

I dreamed of studying law all my life! But during my Australian experience I got to know myself better and I identified with the tourism course after a few conversations with Mrs. Botting. So when I returned to Brazil I prepared to study the course at the best university in my state and I succeeded. Today I am very happy for the choice I made. I work in my professional area and I have incredible experiences in my daily life. I work in the red flag Ibis Hotel in Recife. I am responsible for the overnight procedures, the changeover from one day to the next, about the reservation system and also the food and beverage system. I fill out a lot of reports and we do the breakfast assembly. Then all the procedures for starting a new day. I thank you very much for the conversations and teachings while I was in Australia. I kept everything you told me about tourism while we talked at Hamilton. So I didn't say anything and I wouldn't create expectations, but I managed to finish the course. I'm having experiences at the hotel, and my change in



Katia Cavalcanti

Katia says about her time in Adelaide 'I've got so many beautiful memories! Thank you for showing me how beautiful your country is and having me in your house. I finished the university at the end of the last year. Now I am working in a Civil Engineering company but during this pandemic period I am working from home.' Katia's company works on urban asset and construction management, feasibility studies and environmental impact assessment. During her time in Australia, Katia demonstrated excellent drawing and computer skills which surely still help her in her current position. Katia told us that 'every single bit of information she learned at Hamilton Secondary College has helped her get into the University. She loved travelling around Australia with her host family. Katia says 'I am living at Recife, the capital of the state where I am from, Pernambuco, I've read some news from Australia and I am glad that you are winning this fight against the coronavirus.' Adelaide is 'always in my thoughts, prayers and in my heart.'

International Student Stories

Hi, my name is Jogilva Rosa Moniz da Silva Barreto. Jogilva is a combination of my parent's name and mine to remind me of their love in my life. Jogilva means John (my dad), Gizela (my mum) & Iva is my name. Normally my friends call me Biba as my nickname. I'm from a small country called Timor-Leste, located in Southeast Asia.



I am 14 years old, and I speak four languages. Apart from English, I also speak Portuguese, Indonesian language and Tetum (my country National Language). I live with my parents, two older brothers (Jogilvo 18 years old), (Jogilson 16 years old) and a younger brother (Jogiovanio 12 years old). The reason me and my family came to Adelaide is because my mum was awarded an Australian Award Scholarship to study Master of Social Work at Flinders University. My parents want us to see the beauty of Adelaide and exposed to the Australian education system and gain experience of life in a different country, that's why we joined her here. It is a privilege for me to study at HSC. I think HSC is one of the best schools I've been in. The learning system here is very friendly to children. The teachers understand children's situation, and they all act like our friends and teach us many things, they are very approachable, they respond to our need very quickly, they look after us when we are sad. The reason why I like home economics is that we learn how to cook different types of foods from different countries and it also teaches us to develop our skills in family financing, nutrition and other various skills for life. Another favourite thing I have in HSC is the space week. I got to wear a uniform like real astronauts in a space lab where we had a team project on a mission to Mars and create space-related things such as rocket, parachute etc. I find the teachings here are very effective as I learn so many things. I also met new friends from different countries. When I first arrive, I was nervous, but they welcome me warmly and makes me feel like home. I have established very good

friends here, and I am starting to worry about how I will miss them and the school when I go back to Timor-Leste.

My name is HongHanh Mai which means pink happiness in Vietnamese and my English name is Jenny. I come from Vietnam. It has been 6 months since I came here and I'm currently living in the heart of Adelaide, a beautiful Australian city with spectacular sceneries. I am so proud of being a member of a wonderful family consists of 4 members. My father's name is QuangHiep Mai and my mother's



name is HongGam Thi Phan. They both working as doctors and their passion is treating the patient with love and enthusiasm. Everyone has a dream and I am no exception. While my sister always dreams to become a doctor and follow my parents' footsteps, I dream about studying abroad. Before I decide where to go, I had an opportunity to visit Australia for 3 weeks. I was completely in love with this country, from the warm-welcoming local people to their lifestyle. Especially the method of education which is the most outstanding and unique characteristic has impressed me from the very first moment I came. Therefore, I chose Australia as my destination. I am a year 9's student at Hamilton Secondary College. My school offers me an advanced educational environment that is more than what I expected. My teachers always respect my thought, my creation and help me to develop my skills. Honestly, they are kind-hearted angels that made me feel so close, that's why I never hesitate to talk to them. Not only the lessons in the class, but they also encourage me to participate in outdoor activities, sports and excursions. They supposed that to be a good student, I need to have a healthy body in a healthy mind. Moreover, like other international students, I am living with a homestay mum. She takes care of me as her daughter and I have a lovely cat as my best friend. He is affectionate that whenever I come home, he will snuggle up and ask to be petted or sometimes scratch under his chin. To me, this is my second family where the atmosphere is always cosy welcome me home.

Robinson Class

This term has been challenging for many of the class, with some distance learning for a few weeks. Despite this, we involved the whole class in all lessons using Teams and, with support from family, allowing them to complete practical tasks at home. Some examples of these were STEM challenges to design paper planes based on various bird's wings, lolly stick bridges and the tallest newspaper towers.



Andy Woollett
Robinson Class teacher

The Unit

Year 12 students in the Unit and Robinson have been working with a Disability Employment Service, Job Prospects, on a post school pathway plan. She has been having virtual classes, which started at the beginning of the term. All of the students have been engaged and they all have identified areas they would like to work and what help they will need to be successful.

Tammy Rosling
Unit Assistant Principal





STEM

STEM

"This is really interesting", "can we do that again" and "now I get it"! These were the words from students in Year 10 STEM during recent activities investigating the principles of aerodynamics using a design thinking approach. The class used a paper airplane exercise to facilitate a deeper knowledge of the Design Process (exploring, designing, prototyping and evaluating) and build a practical, real-world understanding of aeronautics. While one Year 10 class works on understanding the design process; our other Year 10 class are investigating one or more aspects of the harsh Martian environment: the atmosphere is almost entirely carbon dioxide, water and oxygen is scarce, it is cold, experiences radiation, and the entire planet is often encompassed in dust storms. Ultimately, the classes will combine their sets of specialist knowledge to design sensors that will help us to learn more about Mars: to detect weather events that would affect human settlements or to assist us in gathering more information about the environment. The challenges students face in this collaborative unit include choosing appropriate materials for their desirable properties like weight and strength, and finding ways to keep the products they design from failure in a harsh environment. While our Year 10s are setting their sights on the skies, our Year 8 and 9 students are currently working on problems closer to home. Our Year 8s are tackling increasing urbanisation by studying ways to live smarter, including designing micro-apartments for densely populated cities, and our Year 9s are working to create solutions for recycling synthetic polymers.

Caroline Johnstone

Assistant Principal STEM/Learning technologies



Above: Students working on recycling synthetic polymers.



Above: Students testing their paper planes.

Reminder to parents and caregivers that social distancing still applies at Hamilton at all times, including school drop off and pick up. If you need to be on site for any other reason please ring the school to make an appointment.

Yes. Respiratory viruses can be passed by shaking hands and touching your eyes, nose and mouth.

Greet people with a wave, a nod or a bow instead.

Should I avoid shaking hands because of the new coronavirus?

