



# THE HAMLIN SCHOOL

EXCELLENCE IN EDUCATION FOR GIRLS

2024-2025 ADMISSION SEASON



Dear Prospective Families,

We are living proof of the transformative power of girls' schools. Nearly forty years ago, Wanda graduated from The Chapin School in New York City, and Yvette is an alumna of the Academy of Holy Angels in Demarest, New Jersey. It was the vibrant classrooms of our schools that fostered our independence and confidence, our intellectual capacity, our ability to speak with passion and clarity, and our deep commitment to being inclusive and respectful human beings. We are successful leaders today, flourishing in our careers and nurturing our families, because of the strong foundation that was laid when we were students at excellent schools for girls.

At Hamlin, we believe with deep conviction that girls growing up in the Bay Area and across the country and world need wide open spaces to express themselves freely, bravely, and with unbridled joy. Yes, Hamlin has a clear and distinct brand in the marketplace of schools: we are a community teeming with kind, smart girls who are inspired to make their mark as courageous leaders and who contribute to the world with energy and distinction. We love that our girls lift each other up and dig deeply into their schoolwork; our supportive and demanding academic environment challenges every girl daily to think, to innovate, to collaborate, to take a chance, to embrace her mistakes as a part of learning, and to be the best version of herself. At Hamlin, educators use the words *love* and *passion* often, especially when it comes to describing their students and their work in the classroom. We feel so fortunate that Hamlin girls are surrounded by countless caring and curious adults who are not only enthusiasts and experts in their fields of study, but who also model and teach with ethical and anti-bias values at their core.

Now is the time for you to think deeply about the foundation of your daughter's life and to consider where she will learn to live as her authentic self, develop and learn to trust the sound of her own voice, build her confidence, and learn to lead with courage. Hamlin is a school that will create such a foundation and help your daughter resist the lure of perfectionism and the peril of selfishness; instead, she will learn about effective effort, self-care, and empathy as she spends time in the classroom and in the city. Service learning opportunities and social-emotional skill-building classes will be a laboratory for her heart—and mathematics, the humanities, computer programming, science and engineering, the performing arts, and Spanish will be a playground for her mind. For the past 160 years, Hamlin has been a place where smart and kind girls work and play, and we can't wait to share Hamlin's warm and inclusive spirit with you.

As you read this admissions brochure, please be sure to digest the words of several Hamlin alumni — courageous leaders who are thriving and working daily to meet the challenges of their time. They will tell you how a school designed exclusively for girls shaped their sense of self and positioned them for a lifetime of achievement.

We know exactly how they feel.

With Warm Regards,



Wanda M. Holland Greene  
Head of School



Yvette Bonaparte  
Director of Admission





# WHAT MAKES HAMLIN GIRLS UNIQUE?

**H**amlin's founder and first Head of School, Sarah Dix Hamlin, believed that education should always be relevant and that girls should be prepared to meet the challenges of their time. She was a remarkable visionary who believed in the power of hard work, love, and play and felt that a Hamlin education was a starting point, not an end in and of itself. She implored the girls to "prove that we have the real education by using and putting into practice the knowledge we have gained here."

Every day, Hamlin teachers design learning experiences that combine love, work, and play in order to cultivate the girls' intellect, independence, and integrity.

## *Integrity*

We tell the truth, even when it is hard to do. Our character makes us do the right thing when no one is looking.

**HAMLIN GIRLS  
ARE HONEST**

## *Independence*

We speak up and stand on our own two feet. Our courage makes us take risks and learn from our mistakes.

**HAMLIN GIRLS  
ARE STRONG**

## *Intellect*

We love learning and enjoy thinking about big ideas. Our hard work makes us feel powerful.

**HAMLIN GIRLS  
ARE SMART**



## OUR COMMUNITY STATEMENT

Hamlin is a vibrant and inclusive community that expects and encourages diversity of thought, experience, and beliefs. Thus, we actively seek the *honest* perspectives of people who differ from each other in culture, ethnicity, family structure, financial resources, gender identity, learning profile, physical ability, race, religion, and sexual orientation. All members of the Hamlin community share *responsibility* for its well-being, and each person plays an active role in making space for us to be our authentic selves. We join this community with a *courageous* commitment to personal and collective growth. We show *compassion* to each other, knowing that true learning involves mistakes and imperfection. We treat each other with *respect* as we celebrate both our interdependence and our individual differences.

# DIVERSITY, EQUITY, & INCLUSION

*“At Hamlin, every community member contributes uniquely to our evolving culture, fostering continuous growth and transformation. We remain steadfast in centering equity and justice, recognizing that authentic well-being is only attainable when deeply rooted in these values.”*

-KATIE BLAESING, DIRECTOR OF COMMUNITY WELL-BEING



**H**amlin is a vibrant, inclusive community where diversity of thought and experience are respected and viewed as essential to excellence in education. Our mission-aligned, closely-knit community welcomes and benefits from the perspectives of people who differ in culture, ethnicity, family structure, financial resources, learning style, physical ability, race, religion, gender identity, and sexual orientation. Every person and every family has a unique story to tell, and our goal each day is to see to it that those stories and experiences are affirmed, included, and celebrated.

We believe that in order for our girls to successfully meet the challenges of their time, it is essential that we intentionally and continually investigate our own biases and work to make all spaces ones of belonging for our community members while upholding our mission and community statement. The desired result is unlearning ways of being that are roadblocks to engaging in holistic and healthy ways. The only way we can effectively move toward this goal is together: learning, sharing, growing, and holding each other accountable, in community.

The commitment to diversity, equity and inclusion is pervasive at Hamlin: our deep and thoughtful well-rounded curriculum; the many special learning

and engagement opportunities for our community members; our numerous affinity groups that gather to share their identity and ensure belonging for all; and our parent-led group, PLAID, that is focused on creating opportunities for our entire community to learn with and from each other. Hamlin honors and uplifts myriad voices and perspectives. We plan meaningful learning opportunities for our students and families as well as rigorous professional development for our staff and faculty to continuously grow in our cultural sensitivity, understanding, and integrity. With mental health and wellness as a pillar of our strategic efforts, we include all stakeholders in education and support their personal journeys.

The Hamlin Community Statement outlines the guiding vision to raise responsible citizens in which each member takes an active role in nurturing an environment that celebrates individual authenticity and shared values. To achieve such a community, we must be proactive, reflective, and adaptive to the wider needs, and diversity, of the global community through strategic thought and action to address inequities, injustices, racism, prejudices, and any actions that inhibit a sense of belonging for others. Every member of the Hamlin community embraces the responsibility to follow the Creed at all times and to uphold the fundamental commitment to respect and kindness.



# STEAM

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, and MATHEMATICS

*“At Hamlin, we use technology to teach iterative design and to model the continuous improvement process that we hope to instill in each student. We don’t ask, ‘What do you want to be when you grow up?’ Instead we have them consider the question, ‘What problem would you like to solve?’ Then, with the help of thoughtful and intentional use of technologies, we begin answering questions and solving problems.”*

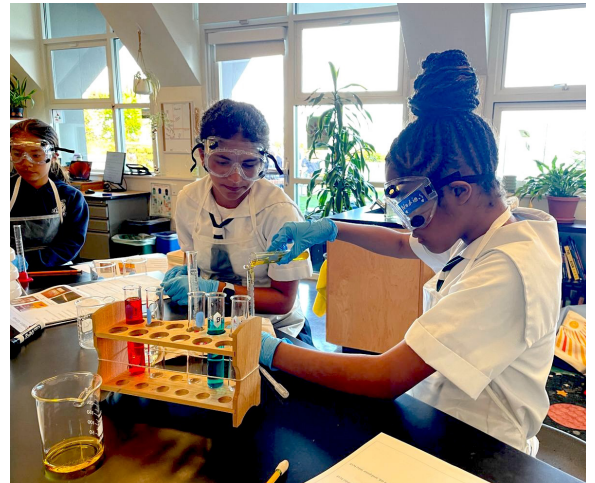
-MARK PICKETTS, DIRECTOR OF PROGRAM & PROFESSIONAL DEVELOPMENT



Innovating with technology is at the core of Hamlin’s academic program. As a community of educators, we have moved beyond simply using substitution technology (i.e., digital textbooks) and are redefining teaching and learning with the support of technology. As a result, student-driven learning and connecting with communities beyond our classrooms are hallmarks of our program.

Inspired by the Maker Movement and Design Thinking, Hamlin educators believe that engineering is a process which leads to the identification of creative, practical solutions to real-world questions and problems. Our primary goal is to ensure that our students are not only savvy consumers of technology, but more importantly, empathic creators.

Throughout the K-8 science, robotics, and computer science programs, as well as the maker art and digital art electives and grade-level interdisciplinary projects, our teachers structure challenges that allow students to explore what it means to design and create. Students are encouraged to ask essential questions like, “How can technology serve a larger purpose, helping us to solve local and global challenges?” and “How might my ability to code unleash creativity and change how people live and do their work?” In this way, our mission to educate girls to meet the challenges of their time is fully realized.



## SAMPLE LUNCH MENUS

Poke Bowls: Sweet Chili Roasted Salmon or Sweet Chili Roasted Tofu, Sticky Rice with assorted toppings (Edamame, Cucumbers, Pickled Ginger, Seaweed Salad)

Murgh Makhani (Butter Chicken), Basmati Rice, Chana Saag (Chickpea & Spinach Curry) Pumpkin, Black Eyed Pea and Coconut Curry, Naan Bread Tomato Rasam

Fettuccine & Meatballs, Fettuccine with Marinara, Garlic Bread, Roasted Romanesco, Kale Caesar Salad, Butternut Squash Soup





# CULINARY SERVICES

*“In the Hamlin dining hall, we cherish the joy of communal dining and the cultural importance of food. We truly believe the motto that students must be healthy in order to learn, but we also know that they need to learn to be healthy. We aim to create diverse and delicious menus that honor the various geographies and cultures within our community. Collaborating with school affinity groups, we craft special menus to celebrate events such as Rosh Hashanah, Diwali, Persian New Year, Lunar New Year, Japanese Girls' Day, Latinx Heritage Month, and Black History Month.”*



-CHEF ABIGAEEL BIRRELL, DIRECTOR OF CULINARY SERVICES

Our daily snack and lunch offerings are included in the cost of tuition and are made in house by our talented team of chefs. The entire school community is fed by our culinary team each day, and we eat together in our sunlit dining room with a panoramic view of the Bay and the Golden Gate Bridge. The daily menu accommodates all allergies and food sensitivities and includes a creative and diverse hot food line, a seasonally-driven organic salad bar, a sandwich bar featuring freshly baked bread from Jane the Bakery (a Hamlin alumna from the Class of 2014), a choice of two homemade soups, and a selection of fresh fruit. Vegetarian, dairy-free and gluten-free options are always available, and a scrumptious dessert is served on Fridays. Lunch is served by parents, guardians, grandparents, and caregivers who volunteer when they are available, giving our families the opportunity to experience our culinary services for themselves. All volunteers enjoy lunch as a part of their service to the school.

Culinary Director Abigael Birrell partners with the faculty to support culinary nutrition education in the classroom through a variety of learning experiences to educate students on how to listen to their own bodies and make healthy, sustainable food choices. In our state-of-the-art kitchen, we always remember that we are part of a greater environmental network. Our choices foster

resilience and support alternative modes of food production while maintaining equity for all people at every point of the food chain. We source our produce from Greenleaf Produce and Veritable Vegetable, a female-owned and led organic produce company that utilizes a zero-carbon emission green fleet for its deliveries. In partnership with Chef Birrell, our Lower School Science teachers and students produced a video about food waste, which was part of Earth Week initiatives.



*Scan the QR code to watch a video about food waste - it was created by our Lower School students for Earth Week!*



# HAMLIN IN THE COMMUNITY

*“As part of its core mission, Hamlin girls are continually encouraged to expand their worldview, and service and community partnerships are an integral part of that work. In my daughters’ years at Hamlin, the school has redoubled the opportunities to be involved with and learn from a variety of communities across San Francisco, partnering closely with teachers to incorporate lessons into the classroom. Hamlin’s commitment to this both at the Board and individual level is very important to our family.”*



- JOSSELYN ECCLESTON  
(ANNABELLE '27 AND ARIA '29)

As part of Hamlin’s mission, we believe in preparing empathetic leaders who are inspired to communicate, understand, and problem solve in an increasingly interconnected world and economy; sustain and conserve the earth’s resources; and promote freedom and social justice for all. As global citizens, our girls explore the world both locally and globally and find ways to make our communities stronger. An integral part of our program is ensuring that enduring understandings

of global citizenship lead to activism and community outreach and involvement.

Our parent-led service learning program, "Lend A Hand", offers multiple opportunities for service in the San Francisco community. Partnerships include Hamilton Families, Family House, Refuse Refuse, and many more. Students run an annual book drive, "Literary Lion", which sends thousands of books to libraries and partners in our community each year.





# CLIMBING WALL CLASSROOM

*“The Hamlin climbing program provides students with a one-of-a-kind opportunity to engage in an array of rock climbing skills. Students are versed in top rope climbing and belaying skills as well as mock sport and lead climbing. During our annual Grade 6 Outdoor Education trip, students test their skills in the great outdoors while building on themes of safety, support, good communication, and camaraderie learned in the classroom.”*

-FANA FUQUA, DIRECTOR OF ATHLETICS AND OUTDOOR EDUCATION



**C**an you imagine scaling a wall thirty feet above the ground? For Hamlin students, this is a regular occurrence because of their rock climbing class.

Hamlin’s climbing program is twenty-seven years old. In fact, Hamlin was one of the first schools in the United States to bring outdoor climbing to K-8 students back in 1997. We have a climbing wall that is an incredible 34 feet tall and 15 feet wide (roughly 1,000 square feet), and it is indoors so that our students are able to use it rain or shine. The challenge level of the routes vary from 5.2 to 5.11a based on the Yosemite Decimal System, which rates degree of difficulty for climbs. Our climbing wall area also features a 9x15’ spray wall – a smaller wall where students can safely practice their climbing moves without the use of ropes.

Hamlin’s climbing program is embedded into our Physical Education curriculum for Grades 6-8 and includes skill-building activities, such as team building and outdoor rock climbing at Pinnacles National Park during the Grade 6 Outdoor Education trip. Younger students can also participate in climbing through classes offered by our Extended Day program.

The climbing program is led by Director of Athletics & Outdoor Education Fana Fuqua. Fana has been climbing for over 20 years and believes that safety, trust, patience, and the acceptance of challenges are key aspects to a positive climbing experience, and she believes passionately that there is space for everyone in the climbing community.





# MIDDLE SCHOOL ATHLETICS

*“We are proud to offer Middle School students many opportunities in athletics and fitness, and our purpose is to lead the way for our student-athletes to thrive, compete, learn, and grow together. The K-8 Physical Education program and Grades 4-8 Outdoor Education program serve as a gateway to teamwork, collaboration, inclusion, and good health.”*

-FANA FUQUA, DIRECTOR OF ATHLETICS AND OUTDOOR EDUCATION



The philosophy of Hamlin’s Middle School athletics program is to provide an inclusive and robust program that focuses on integrity, hard work, competition, and “honoring the game.” The program is designed to help girls gain confidence and develop their self-esteem and leadership skills while also learning the value of good sportswomanship and the meaning of teamwork. Our athletes recognize that mistakes and falling short are an inevitable and important part of the learning process and that the key to success is being able to rebound from moments of disappointment with renewed determination. We want Hamlin athletes to look forward to playing against a competitive opponent because of the level of excellence required to rise to the challenge. Hamlin Lions play and win with class, lose with pride, and are supported by their parents, coaches, teachers, and peers. Our athletes know for certain that those watching them are proud of them, regardless of the outcome; in our program, they are affirmed and applauded because they play with heart, intensity, and honor.

## TYPICAL ATHLETICS OFFERINGS:

### FALL

Cross Country	Grade 6 Volleyball
Varsity Volleyball	Grade 5 Volleyball
Junior Varsity Volleyball	Running Club

### WINTER

Varsity Basketball	Grade 5 Soccer
Junior Varsity Basketball	Running Club
Grade 6 Basketball	

### SPRING

Varsity Soccer	Grade 5 Basketball
Junior Varsity Soccer	Track & Field
Grade 6 Soccer	Running Club



*Home of the Hamlin Lions: our two-story, regulation-sized gym.*





# EXTENDED DAY

*“Extended Day programs provide a warm, welcoming environment where students are encouraged to explore their interests and find their niche. Whether it’s playing outdoors, trying new activities, creating art, learning an instrument, or finding a quiet space to read or do their homework, there is something inviting for everyone.”*

-JESSIE AUSTIN, DIRECTOR OF EXTENDED DAY



**H**amlin’s Extended Day Program is a community within the school for girls across all of our nine grade levels. Our emphasis is on positive play and creative projects. We offer a balance of structured and independent activities and pride ourselves on creating a warm and welcoming environment for all of our students.

More than eighty percent of Hamlin families include parents and guardians who work outside the home. Therefore, the school has a strong commitment to making sure that the school day and overall school calendar support busy working parents. Hamlin opens daily at 7:00 a.m. for Morning Care and closes at 6:00 p.m. at the conclusion of the Extended Day Program. Day camps (also called “Vacation Camps”) are provided at no or low cost at certain times during the year.

**MORNING CARE** Girls in Kindergarten through Grade 8 spend time together from 7:00 - 7:50 a.m. Games, art activities, and casual conversation get the day off to an early and pleasant start. Morning care is offered each school day at no cost to Hamlin families.


**HUB** is our after-school program for Lower School students. We call it Hub because it is the center of activity in Hamlin’s Extended Day Programs. Parents can expect their daughter(s) to feel welcomed, fed, loved, and engaged during their time in Hub. We provide a mix of structured and unstructured activities, and students tend to move between playing outside with their friends, getting their homework done, participating in an art activity, or relaxing with a good book.

**AFTER 3** is an inviting and inclusive environment where Middle School girls can unwind after school, eat a snack, create an art project, and finish their homework.

**MUSIC ACADEMY** Hamlin’s Music Academy provides individual lessons in flute, guitar, piano, and violin for students in Grades 1-8.

**AFTER SCHOOL ACADEMY** After School Academy (ASA) offers many wonderful enrichment classes that emphasize technology, movement, and the visual and performing arts. Class sizes are limited to ensure one-on-one attention, and students are able to collaborate and develop friendships with girls in other grades.





**GIRLS  
CAN  
DO  
ANY-  
THING**

# MENTAL HEALTH AND WELL-BEING & SOCIAL-EMOTIONAL LEARNING

*“Hamlin is committed to providing a holistic education centering on wellness, self-awareness, social connections, and relationships through an equity and inclusion lens. By weaving both personalized mental health supports and social-emotional learning (SEL) into our K-8 curriculum, the girls learn to prioritize their mental health and develop the skills to create a healthy balance between academics and other pursuits.”*



-RENA MARIE GUIDRY, MIDDLE SCHOOL COUNSELOR  
-JEN CAULFIELD, LOWER SCHOOL COUNSELOR

A balanced health and wellness program that supports social, emotional, and physical wellness is the complement to academic offerings that help Hamlin girls to grow and learn each day. In order to provide our students with the tools they need to operate as engaged and empathetic members of a community, we teach social and emotional skills using a combination of direct instruction and intentional integration with other subjects. This work is informed primarily by Responsive Classroom in the Lower School, our Advisory program in the Middle School, support from our Lower and Middle School counselors, and the Middle School Health and Wellness Seminar program. Our commitment to mental health, wellness, and social-emotional learning is closely intertwined with our Mission and Creed; we cannot accomplish our work unless our girls are healthy and happy human beings. Girls become more self-aware and develop their skills and strengths through a social-emotional (SEL) curriculum that is designed to build resilience, self-understanding, and empathy.

Our Lower School Counselor works closely with each

class in Kindergarten through Grade 4 throughout the year, getting to know all students individually as well as supporting teachers in their design of social-emotional learning (SEL) in the classroom. In addition to individual, small group, and whole-class integrated support from the counselor, the Lower School uses the Fly Five curriculum to support SEL development.

In the Middle School (Grades 5-8), our social-emotional (SEL) curriculum is taught as a part of the homeroom and advisory programs and during weekly seminar classes. IFSEL (Institute for Social Emotional Learning) and Project School Wellness are two of the many resources and programs that widely support the SEL development of our Middle School students. Advisory & Seminar classes are safe and caring environments where girls develop and deepen their awareness of self and others, practice managing their intrapersonal and interpersonal feelings, and hone their decision-making and relationship building skills. Our formal partnership with Common Sense Media helps us to address the media literacy and digital wellness components of technology integration in our community.

## MIDDLE SCHOOL ADVISORY

Each Middle School day begins with an advisory meeting, and the groups meet for a longer period of time in the afternoon three to four times each week. The advisory builds community and close connections between students and with teachers and is intended to create a safe and brave space for students to explore topics such as friendships, identity, ethical decision-making, digital wellness, self-care, puberty, and conflict resolution. All Middle Students engage in weekly Seminar classes, which focus on mental health and wellness, mindfulness, putting the Hamlin Creed into action, time management, relationships, sex education, and body image. Physical health and hygiene are addressed in K-8 Physical Education and science classes. Topics range from fitness and nutrition to physiology.

# HAMLIN AT-A-GLANCE

## OUR MISSION

The Hamlin School educates girls to meet the challenges of their time and inspires them to become extraordinary thinkers and innovators, courageous leaders, and individuals of integrity.

## OUR CREED

Compassion - Courage - Honesty - Respect - Responsibility

### ACCREDITATION

California Association of Independent Schools (CAIS)  
Western Association of Schools and Colleges (WASC)

### AFFILIATION & ORGANIZATION TYPE

Non-sectarian  
Non-profit independent school

### ASSOCIATIONS AND MEMBERSHIPS

- Apple Distinguished School
- California Teacher Development Collaborative (CATDC)
- Center for Spiritual and Ethical Education (CSEE)
- Common Sense Media
- Institute for Social and Emotional Learning (IFSEL)
- National Association of Independent Schools (NAIS)
- International Coalition of Girls' Schools (ICGS)

### CAMPUS FOOTPRINT

77,275 square feet

### CHOCOLATE MOUSSE CONSUMED ON DESSERT FRIDAYS (2023-2024)

1,042 servings!

### COMMUNITY PARTNERSHIPS

- Breakthrough Collaborative
- Hamilton Families
- Our Family Coalition
- The SMART Program
- Ujima GIRL Project (UC Davis)

### ENDOWMENT & SIMILAR FUNDS

\$36,000,000 (as of June 2024)

### ENROLLMENT

437 girls

### NEED-BLIND FINANCIAL ASSISTANCE PROGRAM

\$3,240,000 awarded to 24% of the student body

### FOUNDING OF THE SCHOOL

1863

### GRADE LEVELS AT HAMLIN

Lower School: K-4  
Middle School: 5-8

### HALLOWEEN PARADE TRADITION

Since 1997!

### HEAD OF SCHOOL AND TENURE

Wanda M. Holland Greene  
Began year 17 in July 2024

### OPERATING BUDGET (2024-25)

\$25,600,000

### PROFESSIONAL COMMUNITY

People of color: 36%  
With Masters' degrees: 62%  
Who love karaoke: too many to count!

### ZIP CODES REPRESENTED BY HAMLIN FAMILIES

40



HAMLIN

HAMLIN

PALISADES STANOE

# PASSIONATE TEACHERS



I love that Hamlin truly understands that teaching and learning are inextricably linked and dynamic. It's important to me that everyone enters a vibrant, joyful, and welcoming home each morning and that everyone feels safe, respected, and supported. I relish that I can be a teacher, learner, and friend at Hamlin, where everyone is lovingly and constructively expected to step up and keep growing.

-LISA SLATER  
KINDERGARTEN TEACHER  
YEARS AT HAMLIN: 6

I have always believed in authentic education that inspires girls to become courageous leaders, innovators, and individuals of integrity. Hamlin is a place where I have a chance to align my values to my work in the classroom. It is invigorating to be a part of an environment where educators embody life-long learning on a daily basis. My colleagues and I enjoy collaborating with each other and discussing diverse ideas to revamp an existing unit, or try a new program. The goal is to know each child, celebrate their individuality, and create a learning environment that is stimulating and joyful so that every student can flourish.

-KAVITA MUNDRA  
KINDERGARTEN TEACHER  
YEARS AT HAMLIN: 2

“Every day, I’m inspired by my students’ curiosity and their courage in tackling complex topics. Whether we’re examining the varying perspectives on the Boston Massacre or critically evaluating Supreme Court decisions—asking whether the Court got it right—I’m energized by their ability to assess and question contrasting viewpoints. It’s exciting to see them develop a deeper, more thoughtful understanding of history through inquiry and civil discourse.”

-MELANIE LIU  
GRADE 7 SOCIAL STUDIES TEACHER  
IRENE C. ABBE EXCELLENCE IN TEACHING AWARD RECIPIENT '24  
YEARS AT HAMLIN: 8



“The Hamlin community is what makes it such a special place to work. The students are relentlessly enthusiastic, constantly seeking more understanding of our world, and confident in knowing all individuals’ ideas are respected and supported. Faculty are encouraged to be innovative and dynamic, and I am always learning from my colleagues, who are experts in their topics. Everyone at Hamlin contributes to making the community a welcoming, positive, creative, and fearless place.”

-KEVIN FOX  
GRADE 7 & 8 MATH TEACHER & GRADE 8 ADVISOR  
YEARS AT HAMLIN: 5

“Teaching at Hamlin has been a source of immense joy and healing for me. After losing my daughter, Chardé, the school’s supportive community and the bright, inquisitive minds of the girls have filled my days with purpose and positivity. I am particularly inspired by their enthusiasm for math, which challenges traditional stereotypes. The Hamlin girls’ fearless approach to learning and their willingness to share innovative strategies have enriched my own teaching practice and helped me create a more engaging and inclusive classroom.”

-CHARMEL MOORE  
GRADE 6 & 8 MATH TEACHER & GRADE 6 ADVISOR  
YEARS AT HAMLIN: 3

# COURAGEOUS LEADERS



*"To be a Hamlin student is to have pride in yourself and to encourage the best in others. As Hamlin graduates, it is our responsibility to carry on the message of the Creed as we depart to take on the rest of the world. Hamlin has taught us how to fly; all that's left is to take that leap of faith."*

-CRIMSON PRICE '24  
THE COLLEGE PREPARATORY SCHOOL '28

*"While our homogeneous uniforms may mislead you into thinking we are all the same, we are each in fact unique with different perspectives. Our diversity is one of our greatest strengths, whether it be diversity of race, religion, or culture. We have learned how to advocate for ourselves and each other, showcasing our teamwork in everything we do."*

-SHREYA AGHI '24  
SAN FRANCISCO UNIVERSITY HIGH SCHOOL '28



*"Hamlin taught me to solve problems creatively, cultivate intellect, and take pride in my unique voice in the classroom. I am grateful for the opportunity to have been surrounded by the Creed, and I carry those values with me every day."*

-MADDIE GARFINKEL '20  
LICK WILMERDING HIGH SCHOOL '24  
STANFORD UNIVERSITY '28





*"My Hamlin education gave me the tools to dream big and turn those dreams into reality. Hamlin gave me everything I needed to be a trailblazing woman in all of my life's endeavors by always being okay with carving my own pathway to success."*

-SABRINA MCFARLAND '15  
LICK WILMERDING HIGH SCHOOL '19  
BARNARD COLLEGE '23  
HARVARD GRADUATE SCHOOL OF EDUCATION '25



*"Hamlin fostered my early love for learning and gave me the confidence I have in my abilities and intellect. I can honestly say I would not be where I am today, a second-year medical student, without the mentorship of my Hamlin teachers who taught me and believed in me."*

-ELENA SILVERSTEIN '12  
(PICTURED LEFT WITH SISTER JULIA '15)  
CRYSTAL SPRINGS UPLAND SCHOOL '16  
TUFTS UNIVERSITY '20  
NOVA SOUTHEASTERN UNIVERSITY (DOCTOR OF OSTEOPATHIC MEDICINE) '26



*"At Hamlin, I was surrounded by inspiring female role models and a vibrant community of lifelong friends and dedicated faculty. The unwavering support from my Hamlin teachers helped me build confidence and find my voice. When it came time to leave, I looked to the Hamlin Creed as my North Star."*

-HANNA KIM '13  
SAN FRANCISCO UNIVERSITY HIGH SCHOOL '17  
SCRIPPS COLLEGE '21



# MATRICULATION

## CLASSES OF 2019–2024 HIGH SCHOOL

### MATRICULATION DATA

The American School of London (UK)  
The American School in Switzerland  
Aragon High School  
Bainbridge High School (WA)  
The Bay School of San Francisco (8)  
Berkshire School (MA) (4)  
Bishop O’Dowd High School (2)  
The Branson School (30)  
Brentwood College School (BC)  
Cate School (CA) (6)  
Choate Rosemary Hall (CT) (5)  
The College Preparatory School (11)  
Convent of the Sacred Heart  
    High School (21)  
Crystal Springs Uplands School (2)  
Drew School (2)  
Episcopal High School (VA) (3)  
The Groton School (MA) (2)  
Harpeth Hall (TN) (2)  
Hawai’i Preparatory Academy (2)  
Hotchkiss School (CT)  
The Lawrenceville School (NJ) (2)  
Lick-Wilmerding High School (18)  
Loomis Chaffee School (CT)  
Lowell High School (4)  
Marin Academy (27)  
McKinnon Secondary College (AUS) (2)  
Menlo School  
Middlesex School (MA) (2)  
Millbrook School  
The Nueva School (2)  
Oxbridge Academy (FL)  
Phillip and Sala Burton Academic High School  
Phillips Academy – Andover (MA) (10)  
Phillips Exeter Academy (NH)  
Phoenix Country Day School  
Piedmont High School (2)  
Redwood High School (3)  
Ruth Asawa SF School of the Arts (3)  
Sacred Heart Preparatory  
Saint George’s School (RI) (3)  
Saint Ignatius College  
    Preparatory School (14)  
San Domenico School (CA) (4)

San Francisco International High School  
San Francisco University High School (41)  
San Francisco Waldorf School (2)  
Santa Catalina School (CA) (3)  
The Spence School (2)  
Stevenson School (CA) (3)  
St. Paul’s School (NH)  
Taft School (CT) (2)  
Tamalpais High School  
The Thacher School (CA) (4)  
The Urban School of San Francisco (13)  
Wood River High School (ID)  
Woodside Priory

## CLASSES OF 2015–2020

### SAMPLE COLLEGE

### MATRICULATION DATA

American University  
American University of Paris  
Amherst College (2)  
Barnard College (4)  
Bates College (4)  
Bocconi University  
Boston College (3)  
Boston Conservatory at the Berklee  
    College of Music  
Boston University  
Brown University (4)  
Bryn Mawr College  
Bucknell University  
California Polytechnic State  
    University, Pomona (2)  
    University, San Luis Obispo (3)  
Carnegie Mellon University  
Colby College  
Colgate University  
Columbia University (4)  
Cornell University (4)  
Dartmouth College  
Drexel University  
Duke University  
George Stevens Academy  
Georgetown University (6)  
George Washington University (2)  
Georgia Institute of Technology  
Hamilton College  
Harvard University  
Lehigh University

Loyola Marymount University (3)  
Macalester College  
McGill University  
Middlebury College (4)  
New York University (2)  
Northeastern University (5)  
Northwestern University (6)  
University of Notre Dame  
Pitzer College  
Pomona College  
Princeton University (4)  
Rensselaer Polytechnic Institute  
San Francisco State University (2)  
Santa Clara University (2)  
Scripps College  
Southern Methodist University (3)  
Stanford University (8)  
Swarthmore College  
Trinity College  
Tufts University (3)  
Tulane University (3)  
University of Arizona  
University of British Columbia  
University of California, Berkeley (4)  
University of California, Davis  
University of California, Los Angeles (8)  
University of California, San Diego  
University of California, Santa Barbara (6)  
University of Chicago (4)  
University of Massachusetts Amherst  
University of Miami  
University of North Carolina, Chapel Hill  
University of Oklahoma  
University of Oregon  
University of Pennsylvania (2)  
University of Portland  
University of San Diego  
University of San Francisco  
University of Southern California  
University of St. Andrews  
University of Sydney  
University of Victoria  
University of Virginia  
University of Washington (3)  
University of Wisconsin Madison (3)  
Vanderbilt University (5)  
Wake Forest University (4)  
Washington University in St. Louis  
Wellesley College (2)  
Wesleyan University  
Yale University (5)

## THE DAISY CHAIN

At The Hamlin School, the daisy chain signifies the beauty, the strength, and the glorious continuity of the bonds of friendship formed here, as well as the mantle of leadership that has been carried by the Grade 8 students and is then passed to the Grade 7 students at the graduation ceremony. This sacred ritual has been part of The Hamlin School for well over 100 years.





# HAMLIN'S MODERN CAMPUS FULLY RENOVATED IN 2022



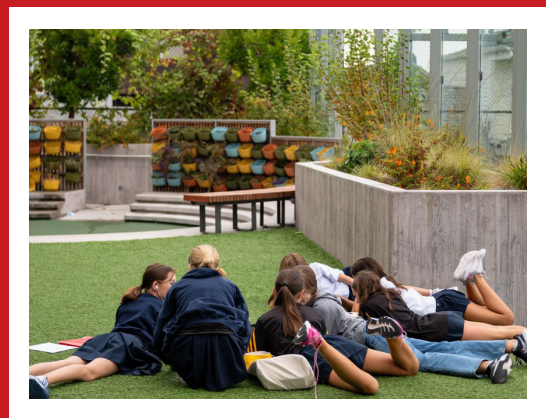
Bigger, brighter classrooms



34 foot-tall climbing wall  
classroom



Performing Arts Center



Outdoor science teaching terrace



Home of the  
Hamlin Lions!  
Two-story regulation  
size gym

# STEM THE GENDER GAP

Although Science, Technology, Engineering, and Math (STEM) careers are some of the fastest growing and highest paid fields, a significant “STEM gender gap” persists worldwide: only 28% of STEM jobs are filled by women, with only 5% filled by women of color.

According to Catalyst, “This gap begins in education, fueled by gender stereotypes and expectations regarding ‘women’s work.’ Despite similar achievement scores among children of all genders in math and science, men are the overwhelming majority of students studying STEM fields in higher education. The few women who begin careers in STEM face male-dominated workplaces with high rates of discrimination. Their contributions are often ignored; they experience isolation caused by lack of access to women peers, role models, and mentors; and they are paid less than their male co-workers. Women leave STEM careers at disproportionately higher rates than men, particularly among those who are working parents. Systems of bias that push women and people of color out of STEM careers can also influence the products and services created by STEM organizations, such as artificial intelligence (AI).”

At Hamlin, we are passionate about closing the gender gap, and we are taking action through our programming. In 2014, Hamlin’s leaders worked in close partnership with the Technology Advisory Council of the Board of Trustees and established an annual program called STEM the Gender Gap, a day when students of all grades travel off campus to visit technology-based or technology-enabled companies and to meet with women entrepreneurs, CEOs, and others working in STEM careers.

Examples of STEM the Gender Gap experiences include visits to and guest speakers from Pixar, USCF, Salesforce, Eventbrite, Instagram, YouTube, Apple, UCSF, NASA, KiwiCo, The Discovery Museum, the Lawrence Hall of Science, and much more.

# SCHOOL SPIRIT & THE HAMLIN SISTERHOOD

Nothing brings the joy of a girls’ school to life like songs, rallies, and special cheers. At Hamlin, we celebrate our school colors, red and gold, throughout the school year and within our Sister Families. Every girl is assigned to a color team and becomes a part of a Sister Family upon matriculation at Hamlin. Each student remains in her family for the duration of her Hamlin years. The Athletics Ambassadors, Grades 7 and 8 student leaders who celebrate Athletics and galvanize school spirit, plan and lead Red and Gold Days and pep rallies three times per year. The culminating event for the Red and Gold teams is Field Day. This event is an annual tradition that features face painting, cheers, and individual and team events that result in a color team winner.

Additionally, Sister Families meet several times throughout the year to celebrate special traditions or to learn about a school-wide topic. These multi-age groups of approximately 12 students are led by a Grade 7 or 8 student and include each member of our faculty and staff as well. Halloween, Thanksgiving, all-school assemblies, Earth Day, and school theme celebrations are common occasions for Sister Families to come together. These groups foster connection between the girls and build respect and empathy throughout the community.

Within Sister Families, every girl has a big sister. This relationship begins in Kindergarten, when the girls are matched with their Grade 4 big sister. Playtimes, snacks, and buddy reading are some favorite Sister Family activities. Sister Family events are treasured by girls of all ages.

Through color teams and our Sister Families, Hamlin’s Sisterhood is born, cultivated, and cherished.

# OUTDOOR EDUCATION



The Hamlin Outdoor Education program has numerous benefits, all of which enable students to leave Hamlin with the tools, skills, and knowledge to be global citizens who understand environmental protection and care. The program provides students with outdoor experiences beyond the conventional classroom that strive to guide students toward healthy and harmonious relationships with themselves, others, and the natural world. Our trips allow students to live and practice parts of the Hamlin Creed, especially Courage, Responsibility, and Respect.

The following goals are at the center of our program:

- » Provide a space for students to practice living the Hamlin Creed:
  - building courage, self-resiliency, and leadership skills
  - practicing responsibility and taking care of oneself
  - deepening respect, practicing teamwork, and connecting with classmates
- » Enhance classroom curriculum by offering time and space to build upon concepts in the out-of-doors
- » Teach environmental stewardship to help students understand their role in the natural world

Outdoor Education in Hamlin's Lower School is rooted in our Science program and the belief that nature is one of the world's greatest teachers. Through "nature sits," journaling, art, and the study of local ecosystems, students build and strengthen their powers of observation and begin to see how life is a series of relationships to which we are all connected. Students use the outdoors as a classroom as much as possible through field trips to the Presidio and other local parks, growing plants in the classroom, integrating lessons and projects from the forest into our classrooms, and teaching and learning on our outdoor science terrace. As a capstone to the Lower School Outdoor Education curriculum, Grade 4 students embark on an outdoor education adventure in the Marin Headlands for two nights.

Outdoor Education experiences for Middle School include overnight visits to China Camp State Park, Pinnacles National Park, Point Reyes National Seashore, and Yosemite.



**THE HAMLIN SCHOOL**  
EXCELLENCE IN EDUCATION FOR GIRLS

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