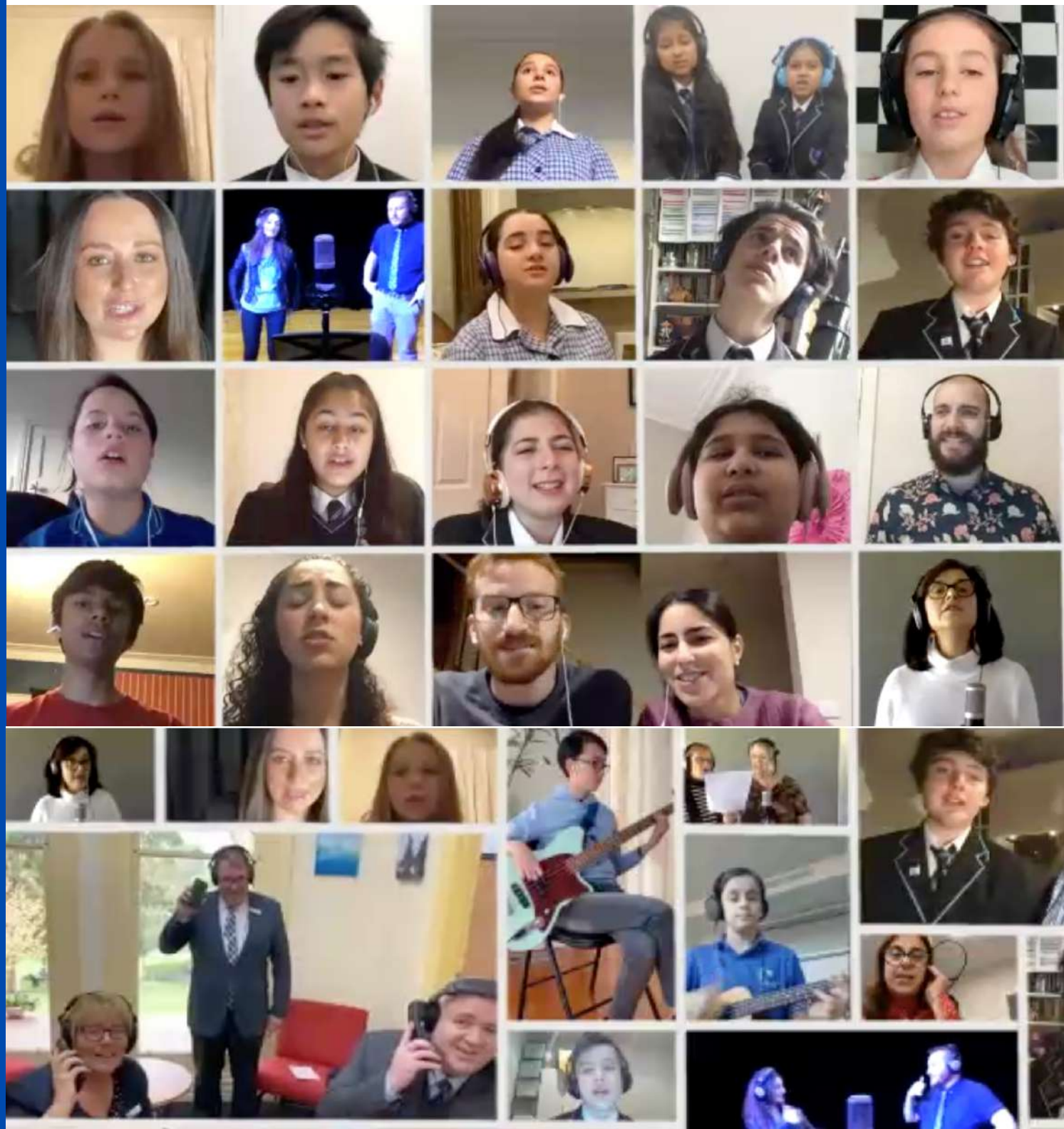


flowerdale

OUR LEARNING COMMUNITY





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ALPHINGTON GRAMMAR SCHOOL
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VICTORIA, AUSTRALIA, 3078

Issue 2
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From The Principal's Desk

Welcome to this edition of Flowerdale. Our theme for this edition is maintaining our learning and relationships through the challenging time of COVID19 Isolation. Our world has been challenged in many ways this year. We have all been confronted by the complexities of our inter-connected world and the vulnerabilities we face locally, nationally and internationally.

Successful education in the 21st century is about more than just teaching content. It's about developing a moral compass in our students and having the skill to find meaning in an increasingly ambiguous uncertain and volatile world. It's about using what we know and applying that knowledge and experience in creative and critical ways, collaborating and building a suitable world we can all live and work in.

We have embraced the challenges which have earmarked 2020 and accepted vulnerability together. We have chosen courage and compassion despite our fears. As we move through this challenging and uncertain time of this pandemic, the stories of Alphington students and staff continuing to strive for excellence are inspiring and unite us as a community. I have been tremendously proud of the way our students, staff and families have embraced the off-campus experience adapting swiftly to learning from home and equally transitioning back to on campus learning when it became safe to do so.

Together, the Alphington Grammar School community has remained focused and cared for each other, even against the backdrop of the Bushfires, Floods and recent health challenges of Coronavirus.

I trust this edition of Flowerdale demonstrates the values and culture of our School and the ability to adapt to the new environment and adopt a new way of learning in the face of adversity.

Dr. Vivianne Nikou





Alphington's modern new facilities have completely transformed the School in the past decade: 1) New Entry Foyer to the School 2) New Library 3) Year 12 Student Centre.

30 Years of Learning Excellence Acknowledged by The Age

Thirty years of continued excellence and growth at Alphington Grammar School has culminated in Melbourne's Age newspaper recently naming us one of their 2020 'Schools that Excel' in recognition of the school's improvement in VCE results over the past ten years.

The last decade has been monumentally transformative for Alphington Grammar School. Under the leadership of the current Principal, Dr Vivianne Nikou, who was appointed Principal in

2013, the school has honed its reputation for forming global citizens who aspire to excellence in all they pursue in an innovative and supportive environment.

Alphington Grammar is a vibrant young school on the move. Alongside our demonstrated record of academic excellence, the changes to facilities and grounds have transformed our school to a campus that rivals the most established Grammar Schools.

Alphington has continued to meet and respond to the demands of an ever-changing educational landscape through evolving and improving the physical environment as the School grows.

Beginning with the construction of the Andrianakos Centre in 2011, following school borrowings and a generous donation from Mr. Nick Andrianakos, the School has been able to extend our Music and Performing Arts programs.



1) The School Opens - 1989 2) Lyceum Centre Courtyard 3) Central Courtyard 4) Lyceum Centre Interior

The Andrianakos Centre has provided a multipurpose space for assemblies, sport and music and the Performing Arts. It has also provided a highly valued space for gatherings of the Greek Community, meetings, book launches, public exhibitions and community sport.

Another project completed in 2011 was the remodeling of Upper Primary Facilities, which improved and modernised the Primary years' experience for all students.

Dr. Nikou's vision for the school has seen many new facilities provided in recent years. The creation of a new Campus Development Plan was unanimously adapted by School Council. This plan will guide the development of a host of projects in the years to come.

Following several years of planning and design, construction of the School's Teacher Conferencing and Resource Centre (The Lyceum) began in 2016.

This new centre caters to seminars and professional learning opportunities for staff and students while providing a space for staff to collaborate and engage in their professional learning.

Associate Professor Marinis Pirpiris was elected Chair of the School in 2017. He embraced the role and committed strongly to the school's growth reinforcing standards of excellence across all areas of master planning, learning programs and new initiatives.



1) Upper Primary Wing 2) STEM Atrium 3) New Library 4) 2019 Dux, Alexander Savvas

The School opened our state-of-the-art STEM Centre in 2019, enabling STEM to become a broader part of the curriculum at Alphington Grammar, with students now able to receive a more hands-on, enquiry based curriculum.

The school also enjoys a new entrance with the redevelopment of the Administration area, and the expansive remodelling of the recreational and physical environment on campus.

2020 has brought a whole host of unprecedented world events, but at Alphington, it has also marked the opening of our new Library. The centralised Library houses an innovative and flexible design, providing both a Primary and Secondary library space and

the School's Information Technology Services.

The building includes a range of digital and online resources, flexible study suites and reading nooks, and collaborative and digitally enhanced work spaces to support our students and staff.

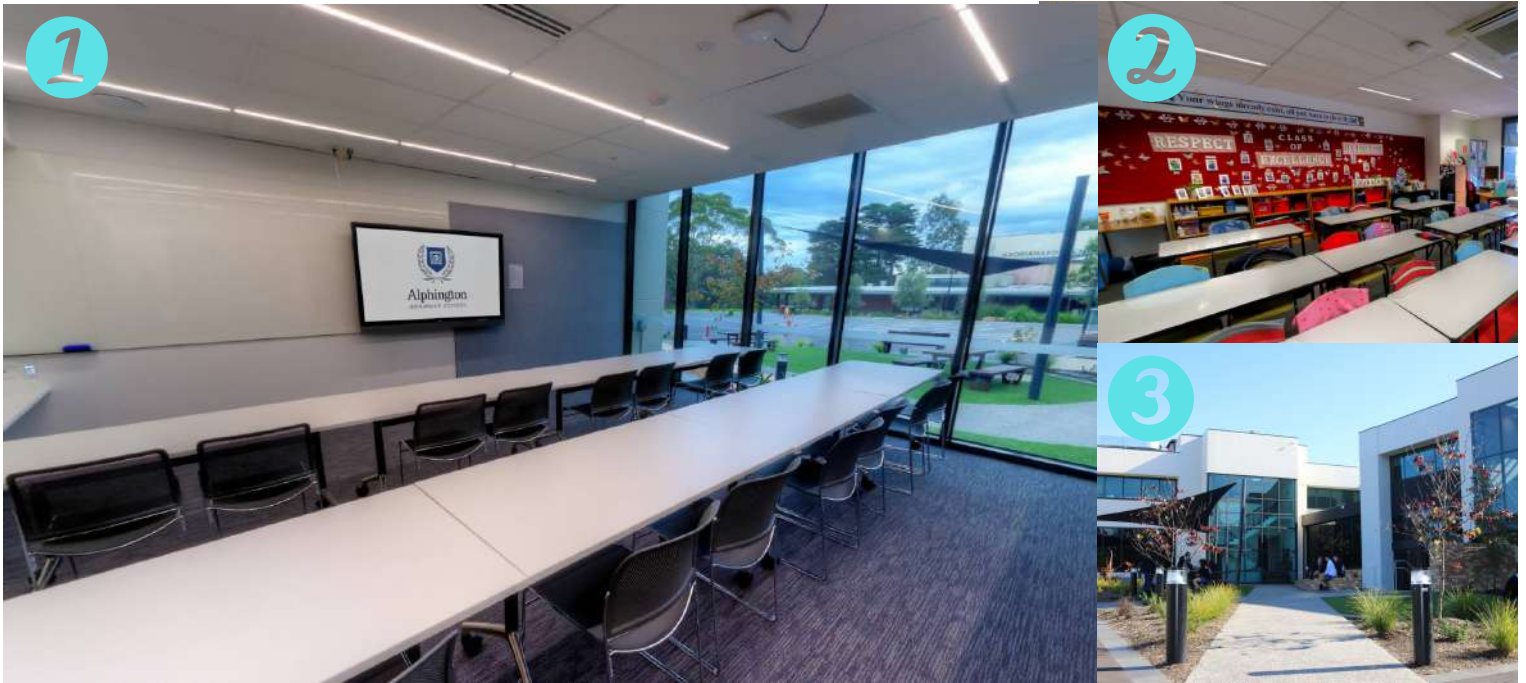
Recognition by the Melbourne Age for its VCE improvement over the past decade was a huge honour for our School and students. The recent VCE results saw 31% of students achieving an ATAR of 90+, and 48.1% of students went on to study at Melbourne University.

Alexander Savvas, The School's DUX, received an ATAR of 99.55, and has gone on to study Science and Engineering at the University

of Melbourne. He is a credit to the School and a testament to the growth and improvement of Alphington's STEM program and facilities in the past decade.

The School is gaining notoriety for academic excellence due to its dynamic program tailored to each individual student, which ensures that students know they are much more than just a number.

The success of the school is the culmination of years of continued developments to the facilities, the dedication of staff and the supportive, tailored learning environment that create the Alphington difference, and make it such a special and unique school. Over \$12 million has been spent on the transformation of our small school over the last decade.



1) STEM Classroom 2) Classroom in Upper Primary Wing 3) STEM/Library Courtyard

Even after a decade of immense growth and development, Alphington Grammar School has maintained the same community-feel and small class sizes that makes it so memorable and unique to students.

The School has several more development plans in the pipeline, such as the construction of a Swimming Pool and the remodelling of the Early Learning Centre.

Alphington Grammar School is currently free of construction zone tape and able to enjoy the full experience of our enhanced campus after several years of improvements, until the next stage of our Campus Development is finalised.

**'OVER \$12 MILLION
HAS BEEN SPENT ON
TRANSFORMING THE
SCHOOL OVER THE
LAST DECADE..'**



Teaching and Learning during a Global Pandemic

MR. LUKAS SILVER - ASSISTANT PRINCIPAL



COVID19 caught the world completely by surprise and suddenly all of us found ourselves living very different lives. It shut down our restaurants, our playgrounds, and it even shut down classroom learning as we knew it.

That doesn't mean the learning stopped. With a dedicated team of passionate educators, Alphington was able to conquer the challenge of online education.

However, moving the whole curriculum to a remote online platform is like turning a massive ship. Hopefully we weren't heading for any icebergs.

Fortuitously, AGS has invested a considerable amount of time and training into our IT infrastructure in recent years, which meant staff were perfectly positioned to launch into the online learning realm.

We still faced many challenges. Every newsletter article I have ever written, I warn parents and students of the dangers of too much exposure to technology – now we would have to rely on it all day, every day.

Would cyber relationships be healthy and respectful? Would we be able to conduct assessment for learning in lessons after each 'learning chunk'?

Could we change our teaching practices with speed and accuracy in order to adapt?

At the heart of our Teaching and Learning philosophy at AGS is the student. Relationships are at the core of all our teaching and learning success.

Student Centered Learning means that we know our students extremely well, and by extension we know their learning needs, we know their personalities, we know who needs additional support and who needs the challenge of extension tasks, and occasionally we know when we need to ease the pressure off in order to maintain the students'



self-concept and self-esteem.

These relationships, coupled with a very talented staff and resourceful student body, allowed us to successfully navigate our way around any potential 'icebergs'. All experiences at our school are learning opportunities for both staff and students.

Whether it's trying a new food item at the canteen, finally understanding Newton's Laws of Motion or improving your work after receiving negative feedback; it's all learning! The staff were surprised by what we learnt during the COVID19 pandemic. The students who sometimes struggle in class had a tendency to thrive online, and

work output generally increased across the board and the disengagement that we all feared never materialised.

In fact, the exact opposite occurred. Despite missing their friends, the students enjoyed their time online – mostly – and even though we are very grateful for our successful experience, we were equally as grateful when the lock down ended and we returned to school. I think it's fair to say we were all reaching our 'online' limits.

Education and Teaching and Learning is continually evolving in line with societal needs and requirements. In order to design a learning strategy for the future we

must be flexible, thoughtful and above all adaptable.

To that end, we will now be conducting senior 'Master Classes' for our VCE students online during the holidays. Stay tuned for more, bespoke innovations.

Stay Safe.

Mr Lukas Silver
Assistant Principal -
Teaching and Learning



Learning Support: Scaffolding the Education of our Students



Michelle Yarnton:

Michelle Yarnton is the Senior Tutor and Head of Support at AGS. She is a qualified English, History, Geography and Special Education Teacher who is dedicated to assisting students to excel in their studies through individual and group tuition.

Her focus is on developing students' metacognition by teaching the processes used to plan, monitor, and evaluate one's understanding and performance. She encourages students to think, "I can" rather than "I can't."

COVID19 was not a challenge to the tuition program. The delivery online offered support through Microsoft TEAMS individually and in groups. Many students flourished and grades improved as TEAMS provided more opportunities to message questions, share documents, draft work and touch base for discussions.

Michelle envisages that students who are unwell and absent from school could be provided with their lessons via TEAMS or listen to recordings of lessons, thus reducing the negative impacts of absenteeism because of missed work.



Dianne Downey:

Dianne Downey is the Coordinator of the School's Aspire Program. The Alhington Grammar ASPIRE program allows our high achieving primary students the opportunity to soar.

ASPIRE stands for Authentic, Student-led, Individualised, Real World Education. As the Coordinator of the program I have the pleasure of working with our highly able students and seeing how much they can achieve when given the chance to work at their own pace.

As a teacher what I love about the ASPIRE program is the wealth of information and ideas that circulate the room. Students learning from each other and even teach their teacher at times, which is wonderfully refreshing! The remote learning brought on by COVID19 did not slow our students down, although we certainly missed that face to face contact. Some students elected to research COVID19, a challenging task which demonstrated how quickly information can evolve. Remote learning sharpened our IT skills and we can all continue to use these skills now that we are back at school.



James Smart:

James Smart is the Coordinator of the School's ALPHA Initiative. The ALPHA initiative provides a program where high achieving secondary students can work at a faster pace and have their academic aptitude and critical thinking skills extended and enhanced.

COVID19 was a challenging period for schools, but it did provide a real opportunity for teachers to engage with and explore online learning and think about how technology is used in the classroom to engage with students. ALPHA didn't stop just because classroom learning did.

Twice a week we would still meet via Microsoft Teams to go through mini topics such as code breaking and Pythagoras that students could delve deeper into during their own time.

It's interesting to compare this period to the 2011 Christchurch earthquakes in which many students simply went without education for months as schools were rebuilt. At that point in time remote learning wasn't really a consideration. Technology has come so far in the last decade and as teachers and schools we need to be continually challenging ourselves to be keeping up with these changes and implementing them in engaging and meaningful ways.



Our New Library

MRS. ANGELA MARE - HEAD OF LIBRARY



At Alphington there has always been a strong focus on literacy. Establishing fundamental literacy skills is crucial as it underpins a child's ability to engage in education, access all areas of the curriculum and reach their full academic potential.

There has been a lot of evidence-based research demonstrating that reading on a regular basis strengthens skills in writing, spelling, vocabulary acquisition, comprehension and oral language skills.

It has also been established that students reading 20 minutes a day, will be exposed to 1,800,000 words in a school year and be in the 90th percentile of their class.

Reading to children is also very important. Sharing rich rewarding narratives with children helps them learn about people, places, cultures, beliefs and events outside their own experience. Reading assists in the development of a child's imagination. Other emerging research in recent years

validates the premise that to encourage young people to read, they need access to current and interesting books, time, a conducive environment and role models.

This is exactly what the new library will provide. What started with a blueprint and the long-term vision of Dr. Nikou is almost complete and will be opening to students at the beginning of third term.

Learning and teaching are becoming more collaborative



and can occur anywhere, not just the classrooms. The environment can create a stimulus for creativity, curiosity and learning. The library has spaces and furniture that provide for all learning styles and needs of the students.

In the primary area there is a corner for the very youngest students with mini ottomans, a cloud table and a low couch and comfy seats. The couch is in a 'sensory zone' which blocks out most of the noise of the library and allows for more focused reading.

The older primary students are catered for as well with couches close to tables and smart boards which allow for learning to occur in very relaxing surroundings.

Shelving that includes face out displays of books at strategic levels for little people will encourage and entice students to pick up a book to read or borrow.

Weekly library classes will introduce students to the latest books designed to encourage excitement about books and reading; or which reflect the issues and learning occurring in the classrooms to further empower students. These sessions allow library staff to connect with students and assist in placing the right books in the right hands.

The secondary students are also well catered for with booths to accommodate small group learning, tables and chairs provide for larger groups and an

area for whole class teaching or homework club.

Fortnightly wider reading classes for secondary students will be a feature of the English programme. These classes will be run by dedicated and passionate library staff who will be championing reading, keeping abreast of literary trends and research and implementing these ideas to develop a reading culture in the school. As the Head of EHASS (Ms. Deirdre Grealish) recently stated – 'let the reading revolution begin'.

Healthy Mind, Healthy Spirit with our School Psychologist

AN INTERVIEW WITH MAX WHITE



Our School Psychologists have been as busy as ever in the past few months, with the COVID19 affecting not just our routines, but our mental health too.

Our psychologists play an incredibly important role in helping our students cope with mental health and stay motivated, positive and on track. Whilst the delivery of counselling may have changed over the past few months, the amazing work that Celia Brenchley and Max White do has been delivered with the same degree of professionalism as always.

'It has actually been easier in some ways, having a platform

such as teams to share worksheets and facts in an open forum in such a collaborative way' noted Max, when we spoke of the new video sessions which have been the norm in these strange new times.

'The bad thing though is it means that interpersonal connection is lacking, there is so much in body language and in emotion that you can only pick up by being across from a person in a room'.

We are currently in the midst of an adolescent mental health epidemic with rates of teenage anxiety, depression and suicide increasing dramatically over the past decade. COVID19, Max

notes, is not something which will help this situation.

'Students who were already experiencing anxiety or similar issues they were working through...this situation has certainly been a huge thing to overcome...but children are incredibly resilient. I don't think we give them enough credit for that'.

The psychologists at Alphington have been working closely with students to ensure they remain positive during these strange times. During the epidemic, the team focused on ensuring students were setting small, measurable goals each day. Control what can be controlled,



The darkness. 🦠

By Zoe Fowler 4R

Darkness surrounds me making me feel unsure of what will happen next. All I can hear is the wind whistling in this dark and cold room. A sense of dread fills the air. Not a movement fills the streets. This feeling captures you, contains you, so I tell you now stay safe and stay calm because until they find a cure we are all in this together and then only then you can find some hope in this darkness.



and this is the key to avoid feeling overwhelmed.

Max also brings up the idea of post-traumatic growth, noting that this epidemic we are all living through is, in many cases, giving us positives along with negatives, such as people finding new passions, spending more time with their families, and a renewed respect for the role of teachers!

'This pandemic has made people realise how stupidly hectic the modern world has become... it has been a positive growth for many people worldwide, to get off their phones and really enjoy the small, slowed down-moments.'

In terms of his advice for students, as well as to set small goals each day (such as making

your bed or getting your homework tasks done) Max also notes that accepting that we live in a 'strange, beautiful but profoundly indifferent universe' is a key lesson that we can learn from this pandemic, and going forward, we must do our best to learn to let go of these things we can't control.

You can, however, control your safety and physical health. Washing your hands, keeping your distance, staying away from those who are more vulnerable. Max tells us to focus on these things to feel in control of the situation.

Getting involved in your community, checking on your neighbour, or informing yourself on what is going on with the people around you, Max says, is the key to staying positive.

Avoiding the 24 hour news cycle is another tip Max would give.

'Inform yourself...definitely know what's going on...but curate your exposure. Bad news story after bad news story is not at all positive for your mental health'.

'Seek help if you are struggling, there are so many avenues out there who are wanting to and able to help you. You can come in and see us here at School, you can call a 24 hour helpline, you can talk to your doctor, but most importantly, your first point of action I think is to communicate with someone. Have an honest chat about how you're feeling and what's going on'.

Finding Your Purpose: The Story of Emma Carrizosa (Class of 17')

BY CLAIRE EVANS

When Emma Carrizosa (Class of 2017) graduated from Alphington Grammar School, her journey of self discovery was only just beginning.

Arriving in Australia from Los Angeles, California, USA in 2014, Emma found herself in the midst of deep personal turmoil. By the time she was completing her VCE years, Emma admits she found it very hard to focus. Battling mental health and seeking a purpose to connect to, she decided to take a gap year. During her gap year, she discovered her faith and started a

profound personal journey. After connecting with her church and community, she decided to complete a Diploma of Theology and Leadership at Lighthouse Church in West Meadows.

'It drew a lot out of me that was really unexpected' she noted, 'I feel like I didn't have a lot of direction or self-awareness and through the diploma I feel like I really got to know myself'.

Re-invigorated and focused, Emma emerged from this diploma ready to be challenged and ready to

'THE CAPACITY FOR CHANGE WITHIN OURSELVES IS JUST IMMENSE AND I THINK IT'S INCREDIBLE HOW MUCH WE CAN CREATE CHANGE IF WE WANT IT'

connect with her future. Leveraging the connections made through her church, Emma was able to find a position in administrative office work at Evans Dixon. Using this experience, after six months Emma was able to find a role that really excited her and fit her personality when she began working with Spiire Australia as a Project Officer in Property and Infrastructure Development.



The role gave Emma a huge range of experience due to the wide array of departments that she was able to gain an insight into, from marketing to property to infrastructure.

As she continued her journey with faith, she came to the spiritual realization that her purpose was to help, serve and care for others. The experience was life-changing for Emma.

'It almost like I was re-born in a way. All these weights that I had been carrying around on my shoulders just dropped and it was the most amazing feeling. I was just filled with so much joy... my life has colour again' she notes, a huge smile on her face.

Emma enrolled at Victoria University in a Bachelors of Paramedicine, a course she is currently completing. "I really have a heart for missionary work... and I feel like it would be good to have something official and practical like this degree to take with me'.

Her journey has not been without its challenges. She was nervous to commence her Paramedicine course, she tells me, due to her long-standing discomfort with traditional educational methods and settings.

'She reflects fondly on her time at Alphington for friendships she made and the experiential learning experiences she had such as

Gateways, but she is steadfast with her understanding of how she learns best.

'At School, I just did not like to study. I was not the kind of person who could sit down and study...' she admits... 'but ultimately due to my experience at School and then the development and growth I saw in those two years following my graduation, I was able to figure out my purpose. I learn when I connect with the material, and figuring out what I am put here to do really challenged me and made my steps more sure-footed.'

Emma reflects upon her youth with mixed feelings, but notes she is glad that she was able to channel her immense energies into her faith... 'I've always been resistant to ticking everyone's boxes... I always stood out and probably rubbed a lot of people the wrong way! I really just did not like the idea of just being normal and ordinary.

I always wanted something more for myself, I always felt like there was more in me that I hadn't discovered yet'.

Emma is excited about the future, and is currently planning missionary work overseas. She wants to create something bigger than just a missionary trip where she participates in charity work. She dreams of creating long-lasting change and establishing roots in these countries, probably in the form of creating her own not-for-profit foundation.

'I have had such an awakening over the last two years that we are so lucky to live in Australia and to be born into the lives that we are born into...and I want to make a difference. I want to invest in doing what I can to improve living conditions in developing countries, so they can experience a good life too'.

Emma at Buckley Falls, Highton Lookout , VIC



Creativity Flourishes at Alphington!

BY MICHAEL GRIGORIADIS AND OURANIA (NITSA) KATSAMBANIS

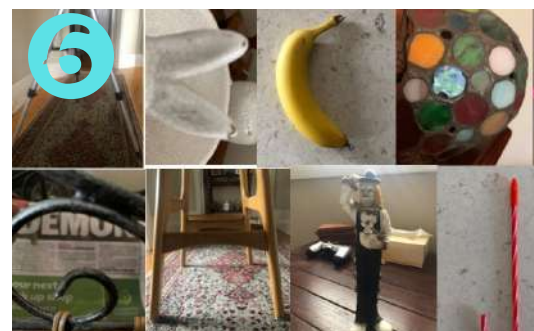
Secondary Art

by Michael Grigoriadis (Secondary Visual Arts Coordinator)

Over the remote learning period the Secondary Visual Art department adapted and took on new learning platforms throughout this time of change. Student bedrooms turned artist studios became the place of creative undertakings. Due to the lack of resources and materials students may have had access to at home, all curriculum needed to be simplified, and students approached their Visual Art and Visual Communication Design studies with a creative and resourceful attitude.

As students were not expected to have materials such as paint at home, a large focus was shifted towards tasks that could be completed using grey lead, coloured pencils, digital software and photography using various digital devices. Students undertook units in art fundamentals, portraiture and realistic proportions, still life drawing, photography and colour theory. Student learning was conducted across several platforms including online, pre-recorded and live tutorials. Fortuitously, many students already had the Adobe Creative Cloud suite installed on their home computer and laptops, which flourished in the remote teaching environment where digital learning has become so important.

1) Christian Lontos - Eagle Lion 2, 3 & 4) Lena Papadimitriou - Studio Arts Folio Developmental Work 5) Oskar Hauge - Visual Fiction 6) Louiza Franceschini - Photographic Alphabet 7) Drawing by Pedro Kyriopoulos 8) Sofia De Bolfo - Folio Developmental Work 9) Drawing by William Farmer



Primary Art

by Ourania (Nitsa) Katsambanis (Primary Art Teacher/Numeracy Support)

Visual Arts teaching and learning continued for our Primary students during the COVID19 nationwide lock-down. We pre-empted the need for remote teaching towards the end of Term one and prepared the students by sending home the basic art materials, along with plans for projects to complete in the final weeks of term.

It was important to continue teaching the curriculum through activities that required materials and equipment that students were most likely to have at home. Additionally the pressure on parents to assist was another concerning factor so during the term break I researched activities and the delivery that would stimulate the students while requiring minimal adult assistance.

The Visual Arts focus for the At Home Learning Program was the Elements of Art. PowerPoint presentations were prepared so that students could look at art by a range of artists that illustrated the element studied and follow instructions to complete the accompanying project at their own pace. Live class meetings on Microsoft TEAMS introduced the weekly lesson and gave us the opportunity to chat about the work, ask questions and generally talk about what was happening. All these contact points were recorded so that students could refer to them if necessary.

Although teaching art remotely is not my preferred method of such a hands on subject, the students and their families showed resourcefulness and enthusiasm that made the experience a positive one resulting in impressive works.

1) Rayyan- Year 6 2) Siena - Year 6 3) Christian - Year 4 4) Ethan - Year 3 5) Zorian - Year 1 6) Anastasia - Year 1 7) Madeleine - Year 3 8) Maria - Year 1
9) Michael - Year 6



Meet our Early Learning Centre Team!

BY DANIELLE MUNRO - ELC LEADER

Our Early Learning Students returned to on-campus learning this term and we were very excited to have them back. They were thrilled to see their friends again as well!

The Early Learning Centre is a pivotal part of our School as it truly is where the journey begins. It is seeing huge growth under the new ELC Leader, Ms. Danielle Munro, who has redefined the philosophical approach along Reggio Emilia guidelines. We asked Danielle to give us an

insight into our flourishing ELC Program.

The Early Learning Centre (ELC) at Alphington Grammar School is led by experienced and passionate teachers who view learning in the early years as a particularly meaningful time where children can build a strong foundation and engagement for all future learning.

Our vision is to provide children with experiences and opportunities that encourage

them to develop their curiosity and understanding of their world, build new approaches and dispositions, and allow them to make the most of their individual talents to develop a lifelong love of learning.

Our community-minded and progressive Early Learning Centre runs a unique Immersive Language Program, where one day a week students experience naturalistic language acquisition through play, where activities are taught in the Greek language and students are encouraged to

ELC Students Learning Through Play



communicate with one another in Greek. This program is taught by Greek language teachers specifically trained to teach Greek to young learners. We provide a program which is play based and reflects the children's learning and developmental needs, interests and experiences.

The program also places a huge importance on understanding the culturally diverse modern world, with importance placed on studying Wurundjeri culture to understand the history of the place we are lucky enough to use as a setting for our learning.

The program introduces the six

values of excellence that underpin the values based personal development we teach all children throughout Alphington Grammar School.

As children approach school age, we focus on extending their abilities, challenging their thinking and developing their confidence to make the transition to the school environment one in which they can approach with confidence and one they will thrive in.

By viewing learning as a continuum, the wider school environment enhances a commitment to our learners to experience learning as a

wholistic experience.

Throughout the week the children also participate in specialist programs of physical education, music and library studies. The children enjoy being part of the broader school community, attending school events and assemblies with eager pride.

Our popular before and after school program offers families flexibility for extended hours.

Contact our registrar at registrar@ags.vic.edu.au if you are interested in enrolling your child into our ELC Program.

ELC Students learning fine motor skills through play.



Alphington Gramarians

ALUMNI PROGRAM UPDATE

Thank you to those who have already reached out about becoming part of our Alphington Grammarians Volunteer Committee. The committee will be instrumental to the success of our Alumni Program at our School, so if you would be interested in the following activities...

- Assisting the Alumni Coordinator with the planning of events to helping to promote our activities to their peers
- Meeting with fellow graduates of AGS a few times a year to formulate this program, plan events, and make sure it is a program that graduates themselves would like to be part of...

Then please contact cev@ags.vic.edu.au !





Alphington
GRAMMAR SCHOOL



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