



Alphington
GRAMMAR SCHOOL

Senior School Handbook (2011)



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From the Principal

A Launching Pad for Life Long Learning

Senior School (Years 10 to 12) is the culmination of our students' school education. They are maturing rapidly into young adults and preparing for the next phase of their lives. They provide leadership to the whole school and work towards achieving success at VCE, thus opening up all possible opportunities for themselves in later life. Senior School is where students really find themselves and achieve their personal bests.



The senior years of school present students with challenging demands. Alphington Grammar Senior School enables students to meet those demands successfully by providing personalised education in a supportive and encouraging environment. Our classes are small and our staff know all our students well. In most cases they will have taught them before and worked with them in the co-curricular programme. They know their potential and how to maximise it, no matter how academically talented they are. Each student's progress is closely monitored and individual mentoring is provided to ensure they stay on track and have the resilience needed to rise to the challenge of VCE.

We provide a range of subjects to suit individual aptitudes and needs. All the mainstream academic subjects are covered, enabling students to build on their strengths and to meet the pre-requisite demands of any tertiary course. Knowledgeable careers guidance is provided to ensure all students choose the right courses for them. Senior students also have a variety of leadership and co-curricular opportunities to make sure they lead balanced and rewarding lives in these vital final years. On finishing Year 12, Alphington Grammar students overwhelmingly comment warmly on their close attachment to the school, their positive relationship with staff and their sense of pride in their school. Through their positive experiences in the Senior School they are well prepared to make a success of their lives as they go out into the world.

Mike Smith
PRINCIPAL

Our Mission Statement

Alphington Grammar School sets out to:

1. Inspire and equip all students to strive for excellence in their academic, creative and sporting pursuits and to reach their personal best in all fields;
2. Nurture and promote the unique qualities and personal well-being of all students and their respect for the individuality of others;
3. Equip all students with the knowledge, skills and attributes to participate successfully in Australian Society, and to develop lifelong learning skills that will prepare them for a multitude of futures in a globally mobile workforce;
4. Promote students' understanding and appreciation of our culturally diverse society, including the teaching of Greek language and culture, and of the contribution of the Hellenic intellectual tradition to the development and progress of human society.



Our Core Values



At the centre of Alphington Grammar School's philosophy is the aim to promote a holistic development of each child within the school - including their academic, **creative**, sporting and personal development. This development is supported by a range of core values: to respect others; to analyse critically; to show compassion; to think globally; to aim high; to live creatively; and to value diversity. These core values underpin both our pastoral and curriculum development.

To Respect Others - Alphington Grammar School promotes the building of relationships based on respect. Students are constantly exposed to messages about the rights of others and interact with students from culturally diverse backgrounds. The size of year groups gives us the ability to work closely with all students in each year level on issues to do with interpersonal relationships.

To analyse critically - Students at Alphington Grammar School are encouraged to approach their learning in a critical fashion, looking for patterns and making links in their learning. Analysis of information is a critical component of a 21st Century Learner's armory.

To show compassion - Students are encouraged to explore the plight of others within our community and within the wider world. In Year 8 our contextual learning experience (see later explanation) focuses on the issue of asylum seekers and the causes of homelessness within our society and experience a placement within a relevant organisation where they work with community groups aiming to support such people. In Year 9 our contextual learning experience focuses on issues within our own City. Throughout the Middle Years our students are encouraged

to strive to better understand the lives of others, and as a result, are actively encouraged to show compassion towards others.

To think globally – We live in a global village. Communications technologies have broken down the barriers and opened up the world in new and exciting ways. It is important that the young adults of tomorrow have some understanding of their own world. Our Middle Years curriculum provides opportunities for students to gain a better understanding of the world, and to interact within that world. Our international student program provides students with an opportunity to interact with students from other cultures.

To aim high – At Alphington Grammar School we encourage our students to aim high. We extol them to *aspire to do more* and to *aspire to be more*. The underlying message behind the first idea is that we encourage our students to strive to go the extra yard with their studies. Academically we want our students to aim to do the very best they can. In the sporting arena we want our students to try their very best. In their creative pursuits, we want our students to create something that is the best they can create. When we ask our students to *aspire to be more* we are asking our students to look at the ways they can be better people in this global world.

To live creatively – Alphington Grammar School has a strong culture of performance and creativity. Throughout the Middle Years students are encouraged to be part of our vibrant performing arts culture. Students can participate in school productions, or they may choose to be part of ensemble or performance groups. Every two years the school takes a performing arts production troupe over to Greece to perform. Our Visual Arts culture is equally dynamic. Students are encouraged to present a piece of work for our annual Art Show. There are voluntary Art classes run each week which enable students to pursue their passion for the arts. Throughout the curriculum of the Middle Years, students are encouraged to express themselves creatively.

To value diversity – At Alphington Grammar School we value diversity. Our students come from a wide range of cultural backgrounds. Our student population includes a large number of international students. Our Middle years programs focus on a wide range of issues and strive to encourage students to value diversity in the many aspects of their lives.

Democratic Principles

In keeping with our Mission and Values, Alphington Grammar School strongly embraces, supports and promotes the democratic principles on which Australian society is based. Our commitment to cultural diversity and respect for individuality means that we are also committed to freedom of religion, freedom of speech and association, the values of openness and tolerance and the equality of rights before the law. We recognise that these freedoms and rights derive from a democratically elected government and a commitment to the rule of law. We strive to convey these principles and values through our teaching programmes and to demonstrate them through the daily life of the school.



Global Focus

At Alphington Grammar School we encourage our students to develop a sense of the wider world. Our close relationship with the Greek community provides us with many opportunities to link with Greek communities around the world.

Each year staff and students of the school go overseas and visit Greece. Our links with the Greek community provide our staff with an opportunity to network with teachers overseas. We offer a cultural and dramatic performance tour of Greece to our students (this occurs every second year). Our curriculum offers students with the opportunity to

learn the Greek language from Prep-Prep. We also have a focus on the cultural and societal influences Greece has had on our society.

We also have a large intake of international students and this provides us with an opportunity to provide another global perspective within our educational programs. We offer Chinese (as a Second Language) to our Year 7 and 8 students (starting in 2010). In the future, Chinese (as a Second Language) will become a part of our program through to Year 12. We also offer Chinese (as a First Language) to our international students in Years 10, 11 and 12.

Our strong Visual Arts program includes a tour of parts of Europe which enables our students to explore the work of the Masters.



The Senior School (Introduction)

In the Senior School we strive to develop lifelong learning skills that will equip our students for a multitude of futures in a globally mobile workforce. We strive to help our students gain a better understanding of nature of the world around them. We aim to equip all students with the knowledge, skills and attributes to participate effectively in Australian Society.



In the Senior School we continue to aim to promote the general well-being and progress of each individual student. Our Senior School offers a positive environment in which our older students can develop a more mature ethos and identity. At Alphington Grammar School, we believe a balanced lifestyle incorporating academic focus, co-curricular interests and family support all contribute to a successful outcome in school and life.



AGS students participating in Greek Independence Day celebrations

In the Senior School we continue to encourage all students to develop their talents and capacities (including academic, **creative** and sporting) to their utmost potential and so to achieve their personal best in all fields. We ask our students to aspire to do more and be more as they continue their journey to adulthood. Our Senior School programs provide opportunities for our students to pursue studies for which they have an interest or passion and in which they can achieve their personal best.

Throughout the whole school we strive to promote understanding and appreciation of our culturally diverse society, of the Greek Language and Culture, and of the contribution of the Hellenic intellectual tradition to the development and progress of human society. In the Senior Years of schooling we continue to provide opportunities for our students to explore Greek Language and culture.

In the Senior School we have a large population of Chinese International Students who are welcomed into the school in Years 10, 11 and 12. As a result of this cultural diversity all of our students gain a broader understanding of the rich tapestry of the [global village](#).



International students participating in our Annual International Student Celebration

At Alphington Grammar School we take pride in the fact that we offer a highly academic program to our Senior School students which cover a range of disciplines. Our programs cater to a range of different students. We match a personal mentor to each senior student - offering careful and focused guidance, support and monitoring so that each student can perform at their peak as they work towards their final years. Detailed profiles help to identify individual strengths and needs, and strategies are developed to tackle any weaknesses on a subject by subject basis. This approach leads virtually all of our VCE students into tertiary or further study of their first choice.

Senior School Structure

About Our Senior School

In the Senior School (Years 10, 11 and 12) we encourage our students to adopt a more mature ethos and identity, emphasizing the leadership role of our oldest students and helping them to make the transition between secondary and tertiary style education. Senior students are expected to play a full part in school activities.



In Year 10 and 11 we welcome a significant number of International students to the School. These students increase the total population of Year 10-12 students above the two streams found in lower levels. In Year 11 the curriculum is entirely based on choice, whereas in Year 10 students are able to select certain options. Each student is allocated to a Year Level homeroom. The homeroom teacher is responsible for the day-to-day welfare of each child in their care. They liaise with their Co-ordinator and Directors of School, when necessary, to ensure that every child is offered the best opportunities for growth and development.

The Learning Support staff and teachers of English as a Second Language (ESL) continue to assist students with their language skills and their learning as appropriate. As well as specialist teachers, students also come into contact with the staff in the Educational Resource Centre (ERC). A selection of instrumental music teachers offer individual or group tuition in voice and a variety of other instruments.

Parents and students have access to four levels of management:

- > Subject teacher / Homeroom teacher
- > Year level Co-ordinator
- > Director of Student Services and Staff Well-being and the Director of Teaching & Learning
- > Principal

Families are encouraged to make contact with the appropriate staff member for advice, support or for resolution of conflict.

Who do I contact?

- | | | |
|---|---|---|
| Year 12 Co-ordinator | > | Mrs Huddleston (mh@alphington.vic.edu.au) |
| Year 10 and 11 Co-ordinator | > | Mr Papoulis (cp@alphington.vic.edu.au) |
| Careers' Co-ordinator | > | Mrs Mallis (hm@alphington.vic.edu.au) |
| VCE office | > | Mrs Huddleston (mh@alphington.vic.edu.au) |
| Directors of School, Business Manager, Principal: | > | You are welcome to make an appointment to see either the Principal, Directors of School or the Business Manager. You should initially direct your enquiry to the person who has lead responsibility for the area of the school or matter about which you are concerned. Please ring the school office to make a time. It is not usually possible, except in cases of emergency, to make a same day appointment. |
| Office and Administration Staff | > | Staff in the office deal with many queries and concerns each day. They will pass on messages and make appointments with staff as required and will always do their best to assist you. All Accounts enquiries should be directed, in the first instance, to Anthony Crowe. |

How do I make contact?

- | | | |
|-------------------------|---|---|
| School address | > | 18 Old Heidelberg Road, Alphington, Victoria 3078 |
| Postal address | > | PO Box 5007 Alphington, Victoria 3078 |
| School phone number | > | (03) 9497 4777 |
| VCE Office phone number | > | (03) 9499 7778 |
| School fax number | > | (03) 9497 3479 |
| VCE Office fax number | > | (03) 9499 2359 |
| School e-mail | > | ags@alphington.vic.edu.au |
| School website | > | www.alphington.vic.edu.au |

Senior School Times

Year 10, 11 and 12 > 8.45am - 3.36pm

Want to find out more?

Contact our School Development Manager on 03 0497 4777 or by email at:
jf@alphington.vic.edu.au

We are happy to run school tours or meet with you by appointment.

Absences and Late arrivals

Parents are asked to advise the office by 9.30am on the day their child is absent from school. If the school is not notified, office staff will make contact to let parents know that their child is not at school. This is an important part of school routine and helps us ensure that the whereabouts of all children is known. If your child is absent from school for any reason, please provide a note detailing the absence on their return. This is a legal requirement. A note in the diary of students in Years 1 to 4 is sufficient. For longer absences please contact the school and details will be passed on to the appropriate teacher. For holidays or overseas trips during term time, please ensure that the school is notified in advance. Work can be arranged for older students if requested. Extended absences can effect a child's progress, so please consider absences planned absences carefully.

If you plan to withdraw your child from the school please note that the business regulations require one school term notice.

It is important that your child arrives at school on time. School starts at 8.45am with doors open and teachers supervising from 8.30am. Period One begins at 9.00am. We all have times when we are late unavoidably, but if you find yourself consistently running late, please consider changing your routine so that your child can arrive at school on time. Being continually rushed and bothered in the morning is not the ideal way to start the day for an adult or a child. If you arrive after 8.50am please report to the office to obtain a late slip (or late stamp for the diary).

Late arrivals to School should report to the school office to sign in and collect a late pass or diary stamp. This enables the school to keep accurate records of attendance and have knowledge of the whereabouts of all children in the event of an emergency.

Leadership

Leadership development is an important part of the student development programs run at Alphington Grammar School. From the Early Years of schooling we provide students with opportunities to participate in and experience leadership. These experiences come through the co-curricular program run by the school and through the mainstream curriculum.



Throughout all levels of the school we encourage our students to take on a leadership role within the classroom. This could be by working on a jigsaw-type activity in which students get to experience leadership through taking on the leadership role. It could be by providing academic leadership in the classroom. It could be through informal study groups in which students are actively encouraged to participate from Years 8 and 9 onwards. Our enrichment programs offer students a chance to pursue academic leadership throughout the Middle Years. At Alphington Grammar School we are striving to help students to develop academic leadership as well as a sense of ownership of their own personal learning journey.

Throughout a student's journey at Alphington Grammar School there are many other opportunities for students to experience leadership. Our co-curricular program includes a rich tapestry of sporting teams, musical groups and dramatic productions in which leadership opportunities abound. We offer programs like Debating, Tournament of the Minds and the Dramatic Tour of Greece for students to broaden their experiences and exercise their leadership abilities.

Like all schools Alphington Grammar School has an active SRC and student leadership body. Students in the Junior, Middle and Senior Schools can apply for a range of leadership roles such as School Captain, School Vice Captain, House Captain and Vice Captains, International Student Committee, SRC Representative, Sports Captain, Music Captain as well as a range of other opportunities.

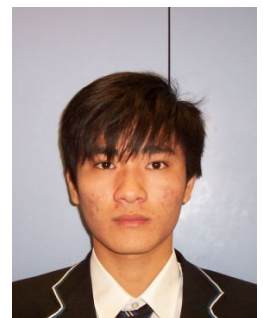
The 2011 School Leadership Team:



The School Principal – Mike Smith – with the 2011 School Leaders

Left to Right Sedar Altun (School Vice Captain), Benjamin McWiggan (School Captain), Emily Gibney (School Captain), Maria Tsibidis (School Vice Captain)

Right International Student Vice Captain – Shu Cai Liu (Cameron)



Senior School Curriculum

Year 10 - A Springboard to the future

In Year 10, we prepare students for the challenges of VCE. Students start to explore their pathways into later life. Our Year 10 curriculum continues to cover the key areas of English, Mathematics, Science, Information Technology, Greek, Studies of Society and Environment, Commerce, Art and Sport.



In addition all Year 10 students have the opportunity to undertake a VCE Unit 1/2 study a year early. Many who do so proceed to the Unit 3/4 level in Year 11. Currently, students can choose from:

- Either Information Technology or International Politics
- Theatre Studies, Music Performance, Modern Greek, Art, Biology, Psychology or others (by negotiation).
- Entry into the subjects above is by assessment at the end of Year 9 for these subjects.

The Year 10 curriculum increases in rigour and the expectation of students increases steadily as they approach Year 11. Students become increasingly accountable for their learning. Students undertake exams in more subjects than in Year 9 and we spend some time looking at Careers options with them. Students are expected to select their subjects for Year 11 before the middle of Term Three.

In Year 10 we continue to build on the Study Skills program run throughout the course of a student's secondary schooling. This program teaches students about a range of issues including: goal setting, learning how to study, preparing for exams, understanding their own learning styles, handling test anxiety, self-motivation, improving memory recall, note taking techniques and time management skills. This program, coupled with the use of the associated Wall Planner, will help students develop skills to work smarter rather than harder.



The Year 10 Curriculum

Studies of English			Studies of Mathematics		
English	Year 10		Mathematics (Semester One)	Year 10	
English as a Second Language (ESL)	Year 10		Mathematics A	Year 10	
			Mathematics B	Year 10	
Studies of Humanities			Studies of Performing Arts		
International Politics		Units 1-2	Music Performance	Year 10	Units 1-2
Humanities	Year 10		Theatre Studies		Units 1-2
Studies of Information Technology			Studies of Physical Education		
Information Technology		Units 1-2	Physical Education	Year 10	
Information Technology	Year 10				
			Studies of Visual Arts		
Greek	Year 10	Units 1-2	Art	Year 10	
Chinese (First Language)	Year 10	Units 1-2	Media	Year 10	
Studies of Science			Studies of Science (Cont...)		
Biology	Year 10		Physics	Year 10	
Chemistry	Year 10		Planetary Science / Geology	Year 10	
Forensic Science	Year 10		Electronics / Robotics	Year 10	
			Environmental Science	Year 10	

Years 11 & 12 - VCE Curriculum

In the VCE years, we closely monitor each student's progress. Students are counselled about subject choices and are expected to strive to achieve their personal best. Many students are provided with a personal mentor to assist them through their VCE years.

In Years 11 and 12 we continue to build on the Study Skills program run throughout the course of a student's secondary schooling. This program teaches students about a range of issues including: goal setting, learning how to study, preparing for exams, understanding their own learning styles, handling test anxiety, self-motivation, improving memory recall, note taking techniques and time management skills. This program, coupled with the use of the associated Wall Planner, will help students develop skills to work smarter rather than harder.

In Years 11 and 12 we also bring in motivational speakers to talk with students about a wide variety of issues. This varies from year-to-year but can include: handling anxiety, being resilient, being your best.

By Year 11 many students have free periods. In order to assist them to utilise the time effectively the school offers a fully staffed Study Room in which students are expected to work during their free periods.



Years 11 & 12 Subject Information

Our Year 11 and 12 students can undertake a wide range of subjects, including the subjects listed below. If significant demand exists for an additional VCE subject to be offered, it will be individually considered by the Senior Management Team.

- For a copy of the Senior School Handbook, please [click here](#).
- To view each study's course outline, click on the "Units 1-2" or "Units 3-4" links alongside the subject of your choice in the table below.
- To view information on all Year 11 Studies, please [click here](#).
- To view information on all Year 12 Studies, please [click here](#).
- To view information on the ATAR, ATAR scores, Study Scaling and a Glossary of Term used in this section, please [click here](#).
- To view the Year 10 into 11 Subject Selection Form, [click here](#).
- To view the Year 11 into 12 Subject Selection Form, [click here](#).

Subjects Offered @ Years 11 and 12:

For further information on any of the subjects (below) please visit the Senior School section of our website.

Studies of Commerce			Studies of Mathematics		
Accounting	Units 1-2	Units 3-4	Further Mathematics		Units 3-4
Economics	Units 1-2	Units 3-4	General Mathematics A AND B	Units 1-2	
Legal Studies	Units 1-2	Units 3-4	Mathematical Methods	Units 1-2	Units 3-4
			Specialist Mathematics		Units 3-4
Studies of English			Studies of Performing Arts		
English	Units 1-2	Units 3-4	Music Performance	Units 1-2	Units 3-4
English as a Second Language (ESL)	Units 1-2	Units 3-4	Theatre Studies	Units 1-2	Units 3-4
English Language	Units 1-2	Units 3-4			
Literature	Units 1-2	Units 3-4			

Continued next page

Subjects Offered @ Years 11 and 12:

Studies of Humanities			Studies of Physical Education		
History (20 th Century)	Units 1-2		Physical Education	Units 1-2	Units 3-4
History (Revolutions)		Units 3-4	Health and Human Development	Units 1-2	Units 3-4
International Politics	Units 1-2				
International Studies		Units 3-4			
Classical Studies	Units 1-2	Units 3-4			
Studies of Information Technology			Studies of Science		
Information Technology	Units 1-2		Biology	Units 1-2	Units 3-4
IT Applications		Units 3-4	Chemistry	Units 1-2	Units 3-4
Software Development		Units 3-4	Physics	Units 1-2	Units 3-4
			Psychology	Units 1-2	Units 3-4
Studies of Language			Studies of Visual Arts		
Greek	Units 1-2	Units 3-4	Art	Units 1-2	Units 3-4
Chinese (First Language)	Units 1-2	Units 3-4	Media	Units 1-2	Units 3-4

Assessment And Reporting

Assessment

In Education we talk about three types of Assessment. These are explained in the following text from the VELs website @ http://vels.vcaa.vic.edu.au/support/tla/assess_planning.html:

- Assessment *For* Learning - ie to provide information on student knowledge, skills and behaviours to inform the next stage of learning;
- Assessment *As* Learning - ie to provide feedback and opportunities for student reflection and/or self-assessment to support future learning;
- Assessment *Of* Learning - ie to provide information about what students have learnt in relation to the standards.

At Alphington Grammar School we do not see assessment as simply the process of working out what a student has achieved, we understand it is also the process of looking at how students have learned and the process of ascertaining what they understand over the course of a particular unit.

Increasingly, students at Alphington will be completing reflective exercises aimed at helping them gain a better understanding of their own learning. Students at Alphington are encouraged to aspire to do their best in all work tasks, while they are also encouraged to reflect on the reasons they succeeded (or did not succeed) in particular tasks.

At present students in Years 10 to 12 are either assessed according to the relevant VELs standards or according to the VCE requirements. The Victorian Essential Learning Standards (VELs) are used across all Victorian State schools and provide statements describing the expected standard of student work across a continuum ranging from Level 1.0 (the end of Year Prep) to Level 6.0 (the end of Year 10). VELs recognised that not all students work at the same pace, and so student achievement can vary from semester to semester. VCE Assessment guidelines are readily available through the VCAA website at www.vcaa.vic.edu.au.

Reporting

At Alphington Grammar School, reports on student progress are provided to parents at the end of each term (or soon after). Our end of semester reports are intended to be constructive, diagnostic and as helpful as possible, recognising that they should be the basis for ongoing action at home and at school.

At Alphington Grammar School we recognise that the purpose of reporting is to communicate information gathered through assessment and to make recommendations for learning. This is a shared process between teachers, students and parents/guardians. As a result, we conduct formal Parent Teacher Student Interviews throughout the year. These are an important opportunity for our parents, students and teachers to discuss student progress.

In Terms 1 and 3 we send home interim reports designed to give parents and students an understanding of the levels of achievement reached at these points in time.

While formal Parent-Teacher-Student interviews are conducted throughout the year, we also have less formal meetings with parents as the need arises. We encourage parents to ring or come in and meet with staff where there is a concern.

In Year 12, students do not receive an end of semester report in Semester Two. Instead a transcript of results is issues by VCAA in mid-December outlining the Study Score and ATAR score for each student.

Co-Curricular Activities

A range of co-curricular activities are offered at Alphington Grammar School.

A focus on Sport

Students in Year 10 are expected to participate in the Eastern Independent Schools of Melbourne (EISM) competition in a wide range of team sports. This includes term-based competitions in: Basketball, Cricket, Football, Netball, Hockey, Soccer, Softball, Tennis and Volleyball. It also includes Swimming, Athletics, Cross Country and Futsal Championships. AGS is a strong performer in many sports played in as part of this competition.



Goal! AGS score in the final of the EISM Soccer Sporting Competition 2010

In Years 11 and 12 Sport becomes an optional part of a student's program. We still encourage students to participate because of the many benefits their participation can have.



Some of our girls at the AGS Athletics Carnival

2010 Sporting Achievements

A team of 65 students then headed to Olympic Park on Thursday 22 April to compete in the Division 3 EISM Athletics Carnival. With competitors in every event, our students should be very proud of their efforts finishing second in both the boys and girls categories and second place overall. Our Under 14 Boys won their pennant and our overall scores earned us the 'Most Improved School' trophy. Fifteen of our students qualified in a total of eighteen events, including two relays, to compete at the EISM Athletics Champions Carnival held on Wednesday 5 May 2010, also at Olympic Park.



Athletics Team Captains – Andrew Woodward and Theothora Dimitropoulos with the EISM Division 3 'Most Improved School' Trophy

We enjoyed one of our best ever athletics seasons in 2010 and students should look forward to the programme again next year. AGS records set during the three carnivals are listed.

Name	Event	New Record	Set @
Taylor Halabi	Un 13 Girls 800m	3.02.44min	Champions
Andre Savva	Un 14 Boys High Jump	1.55m	EISM/Champions
Emma McWiggan	Un 15 Girls Shot Put	8.72m	AGS
Amelia Radford	Un 15 Girls Long Jump	4.49m	EISM
Amelia Radford	Un 15 Girls Triple Jump	9.65m	EISM
Matab Nouh	Un 16 Girls 800m	3.05.48min	AGS
Andrew Woodward	Un 16 Boys High Jump	1.70m	EISM
Andrew Woodward	Un 16 Boys Long Jump	5.59m*	Champions
Andrew Woodward	Un 16 Boys Triple Jump	12.31m	Champions
Theothora Dimitropoulos	Open Girls Triple Jump	8.15m	AGS

* Tied record with Xander Kazantzidis (2009)

** Open Girls AGS House 4 x 100m Record set by Byron – Keanna Mokbel, Theothora Dimitropoulos, Rose Warriner and Kristin Konidaris – 1.02.69min

In the swimming a record was set in the Boys 50m Freestyle:

Kirill Leman	Open Boys 50m Freestyle	0.26.53 sec	AGS
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Intra-School Sport

At the same time AGS students also participate in in-house sporting carnivals for swimming, athletics and cross-country. Students represent one of four different Houses and compete for points for their House. At the end of each year, a House Cup is awarded to the winning house.



Students participating in the 2010 AGS Athletics Championships



Students participating in the 2010 AGS Swimming Carnival



Students participating in the 2010 AGS Cross Country Championships



House spirit and participation are important aspects of the intra-school Sporting Meets. Students are encouraged to dress up and support each other as part of a relaxed, fun day.

A focus on Performing Arts

Alphington Grammar School has a strong tradition of performance. In our Junior School students perform in major productions each year and, as a result, performance is second nature to many of our students. In Years 7 to 9 students are encouraged to participate in performances and to become involved in musical groups (like our many bands).



One of our Greek Bands at the 2010 Performing Arts Showcase Concert. Over 200 of our students were performing on stage on the night!

By Years 10 to 12 many of our students have a long history of performance within the school. Their skills continue to develop and many of the students will select Music in Year 10, 11 and 12. Opportunities for performance continue to abound, with students being encouraged to participate in School events, public performances, Speech Night and the Performing Arts Showcase Night.

The school runs an Instrumental Music program for any student wishing to hone their skills in playing an instrument. We have a range of teachers who offer private or group tuition to students in instruments such as: guitar, bouzouki, drums, piano, strings and voice. As well as this we encourage our students to form bands. Several of our instrumental music teachers offer these bands ensemble training as well.



At AGS students are encouraged to learn more about expressing themselves musically



A focus on Visual Arts

At Alphington Grammar School we have a proud tradition in the Visual Arts. Our walls are proudly adorned with art works from students past. Visual Art is a major element of our curriculum. To supplement our curriculum we also have a thriving art club in which many students participate after school and on weekends. Students use the time to express themselves using a variety of artistic techniques and devices.

Our Visual Arts department have organised a tour of western Europe for students to look at the many art works, achitecture, paintings and sculpture on display in this part of the world. This also emphasises our focus on providing opportunities for students to gain a perspective on the world in which they live.

Senior School students (*and* many former students) present their art works for display at the Alphington Grammar School Annual Art Show.



The Visual Arts tradition at Alphington Grammar School is a strong one



Students explore a range of artistic devices with specialist Art teachers from Year 7. Student work is displayed with pride throughout the school.

A Focus on a Range of Other Activities

Alphington Grammar School encourages students to participate in a number of other activities like inter-school debating and Community Outreach programs (for example, working with the Alphington Aged Care Hostel). We also encourage students to participate in forums like the International Student Symposium (2010) hosted by the Victorian Minister For Education to which we sent four students. The quality of our students' contributions to this forum saw three of the four invited back as part of a special advisory group to the Minister (only 16 students attended from schools around the State). Activities offered tend to vary from year to year depending on the relevant interests of the students.



Our 2010 Year 9 Debating Team - they came runners up in the 2010 DAV Debating Championship

The school also encourages students to enter into its Debating Teams. Alphington Grammar has a strong tradition of participation in the Debating Association of Victoria's inter-school Debating championships. In 2010, one of our Year 9 Teams were Runners-up in the State Championships. These students will form the basis of our 2010 Senior School debating campaign!

Outdoor Education Experiences

Introduction

Throughout their years at Alphington Grammar School, students are actively encouraged to engage with the wider environment and the world around them through our Outdoor Education program. The primary role of the Outdoor Education program at Alphington Grammar is to foster a strong sense of identity, place and purpose that links our students to the land they live in, that they rely upon, and that they, increasingly, affect.

It achieves this purpose by implementing these main aims:

- To provide students with a sequential outdoor education program with a developed curriculum and achievable outcomes.
- For students to have the opportunity to develop an understanding of the environment and experience a range of Victorian environments.
- For students to develop a level of skill and knowledge in outdoor living and activities which is transferable to their future lives.
- To provide students with an opportunity for personal development within the guidelines of the school curriculum.
- To deliver a safe, professional, stimulating, challenging and rewarding outdoor education programme.

While students in Years 3 to 9 are required to participate in an annual compulsory camp, conducted by professional, specialist instructors, homeroom teachers and other staff, students in Years 10 to 12 may elect to participate in the Senior School Camp experience.

Alphington Grammar conducts an optional Ski Camp for all students in Years 10 – 12. This is conducted in the second week of the term two vacation break. The venue is Mt. Buller in Victoria. Key Activities include:

- Downhill (Alpine) skiing
- Cross Country (Nordic) skiing
- Snowboarding



Academic Achievements

Alphington Grammar School congratulates its Year 12 2010 students on their very good VCE results. Based on our ATAR scores for 2010:

- Over 31% of our students ended up in the top 15% of the State.
- Over 52% of our students ended up in the top 25% of the State.
- Over 77% of our students ended up in the top 40% of the State.
- Nearly 90% of our students ended up in the top 50% of the State.

We thank our staff for their expertise and dedication and wish all our Year 12 2010 well for their future.

Top 10 Students 2010

The top 10 student ATAR results in 2010 were as follows:



Edward
Hurcombe
(2010 Dux)



Nicholas
Koutoulis



Harrison
Bergamin



Bill
Kalominidis



Liu
Weiqi



Panayiota
Papaionnou



James
Markovski



Sun
Wei



Chen
Tingzhou



Elena
Spanos

Top 10 Study Scores 2010

The top 10 Study Scores for 2010 were:

Nicholas Koutoulis	Health & Human Development	47
Harrison Bergamin	Further Maths	46
Chen Tingzhou	Further Maths	45
Edward Hurcombe	History – Revolutions	44
Emily Gibney	International Studies	42
Edward Hurcombe	Literature	42
Anthony Mai	IT Applications	41
Anno Varghese	Further Maths	41
Bill Kalominidis	Further Maths	41
Edward Hurcombe	English	41
Nicolette Karamouzis	English	41

Subject Duxes 2010

The Subject Duxes for 2010 were:

Accounting	Panayiota Papaiaonnou	Health & Human Development	Nicholas Koutoulis
Art	Alexander Antoniadis	History: Revolutions	Edward Hurcombe
Biology	Thomas Gleeson	International Studies	Emily Gibney
Chemistry	Bill Kalominidis	IT: IT Applications	Anthony Mai
Business Management	Bianca Hookens	Legal Studies	James Markovski
Chinese	Liu Weiqi Wu Xin	Literature	Edward Hurcombe
Economics	Brittany Kourlinis James Markovski	Maths Methods	Chen Tingzhou
English	Edward Hurcombe Nicolette Karamouzis	Physical Education	Benjamin McWiggan Nicholas Sakellaropoulos
ESL	Liu Weiqi	Physics	Harrison Bergamin Bill Kalominidis
Further Maths	Harrison Bergamin	Psychology	Nicholas Koutoulis
Greek	Evangelos Mandis	Specialist Maths	Sun Wei

Academic Awards

As well as end-of-Year 12 achievement, at Alphington Grammar School we have other academic awards we issue each year. A summary of the Academic Awards given in the Senior School each year is attached:

- All teachers in the Senior School give up to three **Academic Excellence Awards** to students in *each of their classes each semester*. Academic Excellence Awards recognise the students in each class who have performed the best in all types of assessment in a particular subject each semester.
- All teachers in the Senior School also give up to three **Academic Endeavour Awards** to students *in each of their classes each semester*. Academic Endeavour Awards recognise the students in each class that the teacher believes have shown the greatest amount of endeavour in a particular subject each semester.
- Each year, students who obtain a given number of Academic Excellence and Endeavour Awards over the course of the year will be awarded **Academic Colours**. Academic Colours will be awarded each year to those students who are eligible. As a result, students may achieve Academic Colours more than once in their time at the school. Students will receive a lapel pin (see right) and a certificate.
- In Years 10 and 11 the student (or students) who has accumulated the most Academic Excellence and Endeavour Awards in a given year level will win that Year Level's **Overall Academic Award** (ie they will be the Year Level Dux).





The Dimotis Award

This Award is presented to a student whose ideas, beliefs and actions have made a significant difference to the wider school community.


Overall Academic Award Recipients 2010

Alphington Grammar School congratulates the following students for their achievements in 2010.

Photo	Student Name	Year Level
	Nicky Serafim	Year 10
	Emily Gibney	Year 11

Dimotis Award Recipients 2010

The following students won the Dimotis Award in Year 10 in 2010:

Photo	Student Name	Year Level
	Emmanuel Heretakis	Year 10

Academic Colours Recipients 2010

The following students won Academic Colours in 2010:

Student Name	Year Level
• Nicky Serafim	
• Emmanuel Heretakis	
• George Karambelis	
• Tasneem Yakub	Year 10
• Jordan Ignatiadis	
• Stephen Tsaketas	
• Emily Gibney	
• He Jinchang	
• Maria Tsibidis	
• Sedar Altun	Year 11
• Ying Zhou	
• George Kyrgios	
• Anno Varghese	
• Anthony Mai	
• Bill Kalominidis	
• Edward Hurcombe	
• James Markovski	
• Feng Lin Li	Year 12
• Nicholas Koutoulis	
• Chen Tingzhou	
• Sun Wei	
• Liu Weiqi	

Senior School Calendar 2010/11

Special Activities and All-School Events

Each year the school holds a special cross age activity day based on a specific theme. In the past we have had 'Futures Day' to consider the many changes that a student could experience by the year 2020. 'Mosaic Day' was designed to celebrate the cultural diversity of many nationalities and richness of traditional foods, music and dance to name just a few. 'Earth Action Day' enabled students to consider many aspects of conservation through a study of solar power, conservation of the reclaimed Alphington Park Wetlands, and a variety of recycling methods easily implemented at school and at home. These special days allow our Senior School students to serve as group leaders of students from Junior and Middle School and to interact with them socially and educationally.

We have strong ties with the Greek Orthodox community of Melbourne and Victoria, and as such always participate in the Antipodes Festival. The Antipodes festival is held annually for the duration of March. On the Sunday closest to March 25th our school participates in the Greek Independence Day parade, held at the Shrine. Our students also perform at the opening ceremony on Saturday evening in Lonsdale Street.

The school's Bilingual Theatre, led by Mr Nikos Zarkadas (Head of the Greek Faculty), performs locally as well as embarking on regular tours of Greece to stage original productions based on the migrant experience and other issues within our multicultural society. Students have the opportunity to gain experience of the theatre as well as insight gained by travel.

In February each year, families will receive their copy of the Senior School Calendar. This calendar itemises all major events in Years 10, 11 and 12 such as parent-teacher consultations, examination dates, reporting dates, sporting fixtures, co-curricular activities as well as major events in the VCE. The calendar also itemises all School Assessed Coursework dates on a subject-by-subject basis for students enrolled in Unit 3/4 of a VCE study. A synopsis of some of these events is provided below.

Senior School Calendar (synopsis – Semester One)

- > 31/1/2011 Students Return (Term One)
- > 4/2/2011 New Parents Welcome Evening
- > 8/2/2011 School Photos
- > 15/2/2011 Secondary Swimming Carnival
- > 22/2/2011 Opening School Assembly / Chinese New Year Celebrations
- > 22/2/2011 Year 12 NICK Foundation Motivational Presentation
- > 28/2/2011 Secondary Information Evening
- > 17/3/2011 Secondary Athletics Carnival
- > 20/3/2011 AGS Open Day
- > 25/3/2011 Greek Independence Day Celebrations
- > 29/3/2011 Family and Pre-Prep Photos
- > 8/4/2011 Term One Ends
- > 28/4/2011 Students Return (Term Two)
- > 5/5/2011 Mothers' Day Stall
- > 30/5/2011 Year 12 Practice Exams Begin (to 2/6/2011)
- > 3/6/2011 Year 11 Exams Begin
- > 6/6/2011 Year 10 Exams Begin
- > 10/6/2011 Senior School Correction Day
- > 14/6/2011 VCE June Exams Begin (to 15/6/2011)
- > 16/6/2011 VCE GAT (Year 11 and 12 students)
- > 20/6/2011 Unit 2 & 4 Begin
- > 1/7/2011 Semester One Ends

Senior School Calendar (synopsis – Semester Two)

- > 18/7/2011 Staff Professional Development Week commences (no students)
- > 19/7/2011 Year 12 Practice Exams
- > 25/7/2011 Students Return (Term Three)
- > 10/8/2011 Parent Teacher Interviews
- > 11/8/2011 Parent Teacher Interviews
- > 12/8/2011 VCE Subject Selections Due (Year 10 and 11 students)
- > 26/8/2011 AGS Secondary Cross Country Championships
- > 29/8/2011 Maths / Science Week
- > 1/9/2011 Fathers' Day Stall
- > 15/9/2011 VAPA Concert
- > 22/9/2011 Year 12 Practice Exams
- > 23/9/2011 Year 12 Practice Exams
- > 23/9/2011 Term Three Ends
- > 5/10/2011 Year 12 Practice Exams (2nd Week of holidays)
- > 11/10/2011 Students Return (Term Four)
- > 26/10/2011 Last day for Year 12s
- > 27/10/2011 Year 12 Valedictory Dinner (TBC)
- > 28/10/2010 Greek OHI Day Celebrations
- > 31/10/2011 Mid-Term Break (Melbourne Cup)
- > 1/11/2011 Melbourne Cup Holiday
- > 3/11/2011 Year 12 Exams Begin
- > 11/11/2011 Year 11 Exams Begin
- > 21/11/2011 VCE Orientation Week Begins
- > 25/11/2011 Last Day for Senior School Students
- > 28/11/2011 Speech Night

Student Well Being

At Alphington Grammar School we encourage our students to develop a sense of belonging to the school community. Since the school is fairly small (in terms of the student population) we work hard to get our students to work together and to value each other. We strongly believe that resilience, self-esteem and confidence are fundamental to each student's personal, social and academic success.



Another advantage of the size of the school is that we are more able to acknowledge and value each student. Over the years students become very well known by the teachers of the school and this helps us monitor the progress and well being of each child.

Support structures are in place to support the students of Alphington Grammar School. The school has a learning support unit to support those students with special learning needs; it offers a range of extension opportunities for more talented students; we have a School Psychologist working at the school over three days of the week; and we have a Careers Counsellor and program which provides an excellent grounding in work education for students in Years 9 and above.

The well being of students is overseen by the Director of Student and Staff Well Being who works in conjunction with Year Level Coordinators, Pastoral Teachers and Class Teachers to oversee the well being of each student at the school. The academic development of students is overseen by the Director of Teaching & Learning who works in conjunction with the teachers of the school to oversee the academic development of each student at the school.

Uniform in the Senior School



We believe that school uniform helps to create a sense of community, and that students display pride in their school by wearing their uniform correctly. As such, students must wear the school and sports uniforms specific to their age group at all times, and must make sure their uniforms are kept in neat and clean condition. Parents should consult the school uniform brochure available from the Office for more detailed information about uniform requirements and approved suppliers. Senior School students in Years 11 and 12 should purchase the black VCE jumper.

The following are not permitted:

- > Jewellery, except for wristwatches and, for girls who have pierced ears, one pair of plain stud earrings. Nose studs etc. are not permitted.
- > Make-up and nail polish.
- > Hair that is extreme in colour or cut.
- > Runners or training shoes, except with sports uniform.
- > Striped or patterned tracksuits or sports attire bearing logos other than the school badge.

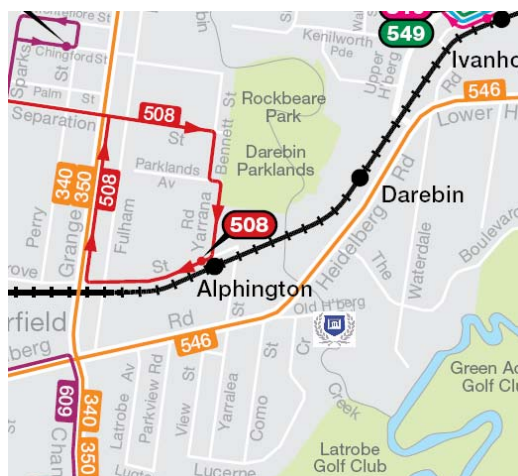
The Facilities / Services Available

Canteen and Lunch Arrangements

The canteen provides students with the opportunity to purchase their lunch or snacks and aims to provide nutritionally sound choices. A price list and guidelines for ordering are issued at the beginning of each year. Parents are asked to ensure that children do not bring soft drinks or excessive amounts of sweets to school. Similarly, if money for canteen purchases is brought to school, it should be only a small amount.

Transport

- **School Bus** - The school operates a bus service and application forms and bus routes are obtainable from the office. Students in Pre-Prep to Year 2 are escorted to the bus by the classroom teachers. If a child who is a regular bus traveller does not catch the bus as normal the driver informs the school office and classroom teacher.
- **Public Transport** - The school is within easy walking distance of major bus routes and is close to Alphington Grammar School. Further information can be obtained by visiting the metlink website at: <http://www.metlinkmelbourne.com.au/>
- **By Car** - Many younger students are driven to school. The school is easily accessed off Heidelberg Road in Alphington.
- **By Bike** - The State Government are currently working on a bike path that runs along the Darebin Creek and will give some students access to the school via the bike tracks. More information on this will be provided as it becomes available.



Medical Records and Sick Bay

It is essential that student medical records are reviewed each year and kept up to date. If a child becomes ill at school or is injured then he or she is immediately referred to the school's First Aid Officer (a registered nurse) who assesses the condition, applies appropriate treatment or contacts the parents if necessary. We ask parents not to



send sick children to school. If in doubt about a child's health it is much better to keep the child home rather than risk making the condition worse or spreading illness. Children who are unwell do not learn well and are unhappy and uncomfortable. When a child returns to school after an absence the class teacher will ensure that any missed work is explained. Any medication sent to school must go to the first aid officer. It needs to be clearly labelled with name, dosage and dosage time indicated and needs to be accompanied by a letter of permission to administer the medication. With the exception of Asthma inhalers and some other exceptional circumstances, no child should be self medicating.

Below is a table referring to various infectious illnesses and the recommended period of exclusion from contact

Infectious Illness	Patient Exclusion	Action for Known Contacts
Contagious conjunctivitis	Until discharge has cleared	Not to be excluded
Impetigo (school sores)	When sores are treated and fully covered	Not to be excluded
Pediculosis (head lice)	After treatment has commenced	Not to be excluded
Cold Sores	Until cleared	Not to be excluded
Chicken Pox	Until scabs are dry and healing	Not to be excluded
Measles	At least 7 days after the appearance of the rash and fully recovered	13 days after the last contact unless medical documentation is provided
Petussis (whooping cough)	4 weeks or until a medical certificate of recovery is produced	Not to be excluded
Ringworm	Until treatment has commenced and area fully covered	Not to be excluded
Scabies	Until treatment has commenced and area fully covered	Not to be excluded
Rubella	At least 4 days from the onset of the rash and until fully recovered	Not to be excluded
Streptococcal Infections	Until a medical certificate of recovery is produced	Not to be excluded

Education Resource Centre

Hours of opening > Monday to Friday 8.30am – 4.00pm

ERC Co-ordinator > Josie Walta

The ERC exists to support the school curriculum by nurturing a love of story, maximising student access to the right information and by enabling students to be information literate.

ERC Collection

The ERC collection includes a comprehensive range of high quality print, audio, video and computer-based material for loan. In addition, access to all resources, including thousands of selected Internet sites and locally produced documents, is provided across the school computer network. The ERC subscribes to over 20 magazines, the Echo online newspaper index and keeps a twelve-month collection of major newspapers. A substantial Greek-language collection is also held.

Education Programme - Early Learning Centre

Our teacher-librarians work closely with the ELC teacher to provide relevant services to pre-Prep students.

Borrowing

A weekly borrowing session is scheduled for each Junior School class:

> Pre-Prep and Prep students may borrow one book, DVD or video for one week,

Regular overdue lists are issued to class teachers, followed by an individual reminder letter to the student and finally with a letter to parents or guardians, after which, the cost of the item will be added to the next school fees invoice. Any lost or damaged items must be paid for before any further loans can take place.

Services

Colour photocopying, printing and laminating are offered at the following costs to the user:

> Laminating - \$3,00 per metre

> Black and white photocopying and printing – 10c per sheet

> Colour photocopying – A4 \$2,00 per sheet, A3 \$3,00 per sheet