

DARUL ULUM COLLEGE OF VICTORIA
1965

**Annual Report
to the School Community**



Year 2010

Message from the Principal

Dear parents and school community members

Assalam-o-Alaikum

Darul Ulum College of Victoria is a co-educational school for students from Grade Prep to Year 12. It was established in 1997 and since then demand for enrolment at our school has grown and a diverse range of cultures is represented in our school population.

By the Divine Blessing of Allah ﷻ, our outstanding reputation has been established by a commitment to providing an Islamic environment, outstanding Quran Department, encouraging leadership, teaching academic programs, developing traditional Islamic values, focusing on lifelong learning, instilling self discipline, nurturing the individual and maximizing growth potential.

Our approach in Darul Ulum College of Victoria is vibrant, innovative and student centered. We have a reputation for excellence in students' academic achievements at all levels. 2010 was the year when our first batch of VCE students graduated. With great pleasure I announce that in VCE LOTE – Arabic, our students achieved the highest marks in the state. Our overall VCE results have been outstanding and a high proportion of our students have entered tertiary education institutions.

I am proud of our dedicated teachers and staff members who share a common vision and take pride in their school. They have succeeded in nurturing an Islamic environment that is focused on the Islamic learning and upbringing of every individual student. Our staff has created stimulating classrooms that encourage our students to achieve to the best of their ability.

Darul Ulum College has been involved in the Victorian Government's Building Futures program and the Australian Government's Building Education Revolution. This has enabled us to have buildings that offer outstanding 21st century learning environments. We look forward to our state-of-the-art Multi Purpose Hall to be completed in the near future.

At Darul Ulum College of Victoria, I strongly believe that the partnership between teachers, students and parents is very crucial for the success of our students. We are working to form genuine links with the wider community by allowing them to share our facilities.

I hope that this report provides an overview of our progress for the year 2010 and I thank the parents and general school community for their continuous support.

Wassalam

Zulfiqar Ali
Principal

Vision

Darul Ulum College envisions and works towards achieving success in an Islamic environment by drawing its strength and guidance from the Holy Quran and teachings of the Prophet Mohammad (may the peace and blessing of Allah be bestowed upon him)

Mission Statement

Darul Ulum College of Victoria is an Islamic independent school which is committed to:

1. Fostering the development and growth of quality education in an Islamic environment ensuring that the Islamic nature of the School takes precedence over all other considerations.
2. Becoming an outstanding School which provides an Islamic environment where students are educated in Islam and State Curriculum to the highest standards.
3. Striving in becoming a faithful and learning community which embraces both Islamic and Australian values through excellence in teaching and learning.
4. Developing in each student a positive identity as a Muslim who is prepared to succeed in this world and the hereafter.
5. Integrating academic and personal skills with principles based on Quran, Sunnah, and Australian values in order to make positive contribution to the wider community.
6. Moving our students forward successfully into higher education and vocational endeavours and ultimately take their place as an integral part of the diverse multicultural society that is Australia, as confident and contributing Muslims.
7. Providing a happy, inclusive, nurturing, caring and safe environment for students and staff.
8. Encouraging individuals to develop a broad range of competencies by offering programs across a wide spectrum of personal abilities and interests which is based on intellectual, social, emotional, physical and spiritual development.
9. Emphasising on participation, and achievement of "personal best" to increase self-esteem and personal well being.
10. Facilitating for students avenues to experience a diversity of activities and challenges outside the central academic program.
11. Building strong supportive partnerships between home, school and the community.
12. Creating and enhancing a culture of continuous improvement.

School Overview

A fresh BREEZE - Providing a Balanced Education for this century

At Darul Ulum College of Victoria, we are committed to provide quality education in an Islamic environment that teaches responsibility, best moral values and respect for others.

In 2007, we embarked on an expansion program to offer secondary education up to VCE.

At the same time, we unveiled our “fresh BREEZE” – six strategic ventures that will set the foundations to re-shape education. We want to enable our students to be creative thinkers, positive contributors and future leaders who will improve the world. We want to prepare them for tertiary education and also for day to day life.

We have set the following targets and we are continually working towards achieving them:

1. Outstanding facilities and a vigorous infrastructure

- ✚ We are committed to continually improving our school to offer an inspiring, purposeful, secure, congenial and engaging educational environment for students and staff.

2. Building partnership with the wider community

- ✚ We are committed in developing a partnership between school, family and community mainly to help all students succeed in school and in later life. As educators, we recognise that both the family and the community are partners with the school in children’s education and development. We believe that when all stakeholders view one another as partners in education, a caring community forms around students and begins its work. We are also encouraging greater community engagement in order to help the community to benefit from our school’s utilities and services.

3. Enhancing capabilities and performance of individuals and teams

- ✚ We believe that professional development is critical in building the capacity, capability and sustainability of our school. Only when a workforce is highly skilled, can it deliver a robust education that incorporates a good training program and a dynamic educational support. We are committed in providing opportunities for staff to be duly recognised and rewarded.

4. Focusing on the individuals – Personalised learning and educational achievement

- ✚ We recognise the values and skills of each individual and attempt to utilise them within our teaching context. Structures, policies and processes are well in place to actively contribute to the success of our student learners. Our curriculum programs and technology will be expanded to cater for individual diversity and requirements.

5. Commitment to Learning

- ✚ We are dedicated in developing programs and processes that boost student behaviour, support their personal well being and encourage academic achievement. We are committed to researching the best methods and practices for students to think, learn and grow. As a result, we share this information with each other through workshops, presentations and consultations.

6. Encouraging Creativity

- ✚ We take pride in enabling students to realize that there are usually multiple paths that lead to understanding. Students are encouraged to seek out and experiment with new things or ideas. We are committed to providing educational facilities that support creativity, constructive innovation and high quality thinking.

This report provides an overview of our performance in the year ending December 2010.



Organisational Goals achieved in 2010:

Under the 'fresh breeze' strategic plan, the school had set six targets to work towards and in the year 2010, the following initiatives were undertaken under each of those target areas:-

Outstanding facilities and a vigorous infrastructure

- ✓ Construction of the Multi-purpose Hall
- ✓ Clean and spacious classrooms
- ✓ Improved sporting facilities
- ✓ Interactive whiteboards in senior secondary classes
- ✓ Projectors connected to computers in classes
- ✓ Cameras in the school yard and in the class

Building partnership with the wider community

- ✓ Parents Information Night
- ✓ Success4Boys Fathers' Forum
- ✓ Success4 Boys Mothers' Forum
- ✓ Special Tuition for At-Risk students
- ✓ VCE Tuition on weekends and holidays
- ✓ Student Representative Council
- ✓ Eid Festival @ DUCV
- ✓ Religious Classes for Community Children
- ✓ Annual Islamic/General Knowledge Quiz Competition
- ✓ Inter-School Sports
- ✓ Active After School Sports Program

Enhancing capabilities and performance of individuals and teams

- ✓ Student-focussed meetings
- ✓ Goal Setting Initiatives
- ✓ Individualised Learning Plans
- ✓ Professional Development programmes for teachers
- ✓ Support service for teachers and students
- ✓ National Partnership Project with Independent Schools Victoria

Commitment to Learning

- ✓ Professional Learning Teams and Communities @ DUCV
- ✓ Corrective Reading Initiatives
- ✓ Career Counselling for Senior Students
- ✓ Teaching Coaches/Trainers appointed

Encouraging Creativity

- ✓ IT/Technology Classes for Students
- ✓ Learning Circles
- ✓ Implementation of POLT – Principles of learning and teaching
- ✓ Adoption of e5 teaching instructional model at DUCV
- ✓ Competitions in all key learning areas for students' talents to be recognised

In 2011, the school has decided to focus on its five SMART GOALS which are:-

1. *Students will be provided a guaranteed curriculum.*
2. *Guaranteed learning for all students – students will achieve a minimum 50% proficiency in all areas of study in 2011 and 60% in 2012.*
3. *Setting up the infrastructure necessary to make our school a PLC school.*
4. *Shared teaching and learning practices.*
5. *Capacity building for all teaching staff.*

These five goals are a build up from the ‘fresh breeze’ strategic plan and give everyone a clear focus and direction in delivering the best education to our students in 2011 and beyond.

Initiatives under National Partnership Program

Professional Learning:

The leadership team and leading teachers are involved in a wide range of initiatives in the National Partnerships Program as a Low SES school. Those initiatives are:

Evidence Based Observation:

A team of leading teachers have been involved in the training of Evidence Based Observation which focuses on the evaluation and improvement of the classroom teaching practice.

Coaching:

A team of leading teachers have attended an eight days training session to support and assist teachers in their teaching practice.

Professional Learning Communities:

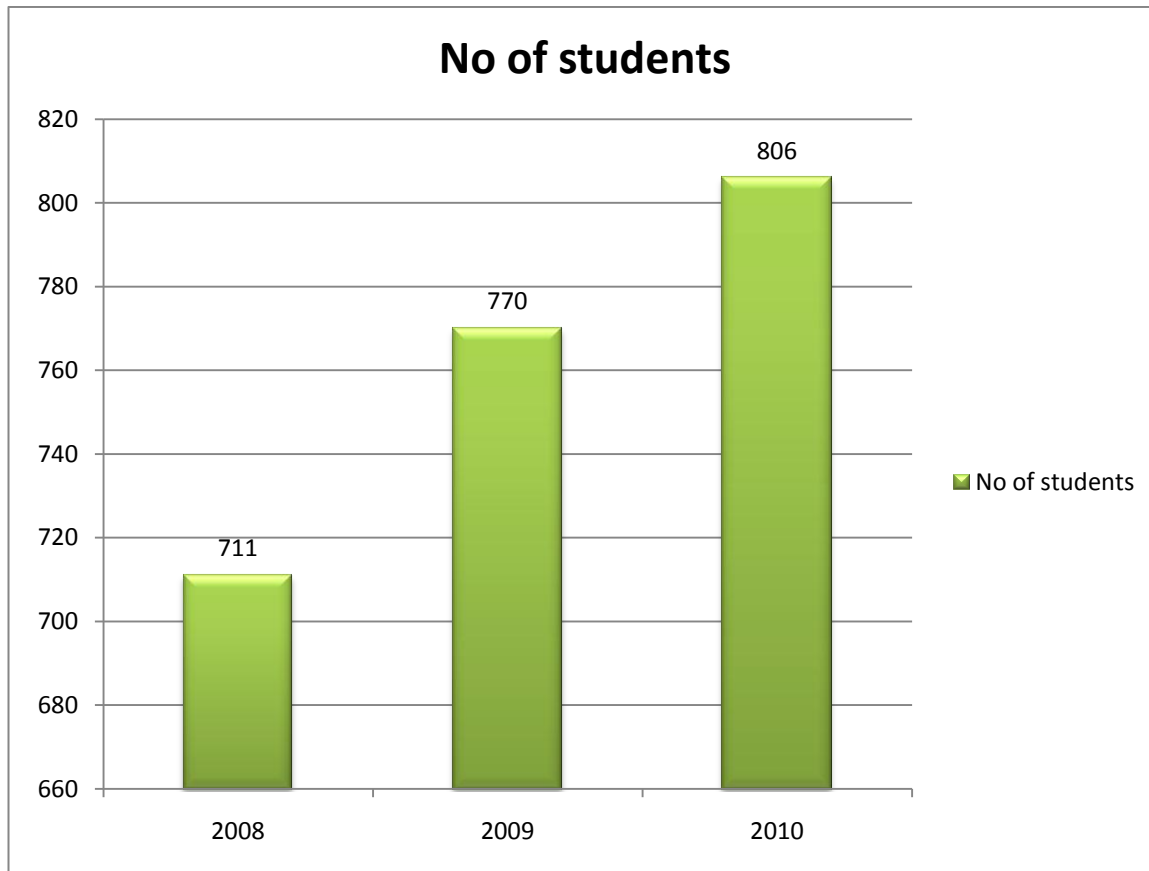
A whole school approach is used for the commitment of building professional learning communities in the school.

E5 Framework:

A team of leading teachers have attended the training sessions for the e5 framework. With the help of two consultants from ISV, all the teachers in the school are being introduced to the e5 model.

All the above mentioned professional learning training and seminar costs have been subsidised by ISV.

Student Enrolments:



The total number of students at DUCV peaked at 806 in 2010.

Parent Satisfaction:

At DUCV, we are proud of our relationship with parents and we are working in collaboration to improve all facets of schooling for their children. Parent surveys and opinions are taken into consideration in improving all aspects of schooling for the students. School/Parent communication is a continuous effort made by the teaching and non-teaching staff and the school administration. School and parent communication is achieved through several means and modes such as the schools newsletter, webpage, community announcement, parent forums, information evenings, individual parent and or family meetings and surveys.

Comparison of Domains

Primary and Secondary

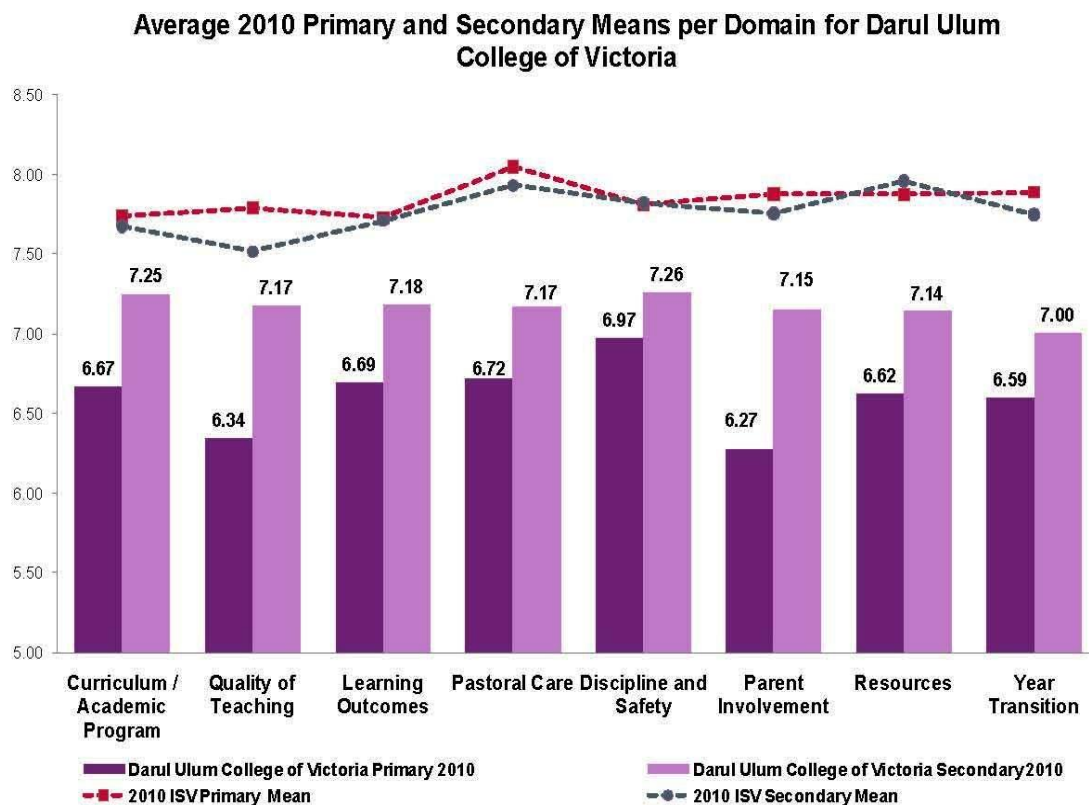


Figure 11: Chart showing the overall means of each domain for the Primary and Secondary School, compared to the relevant Independent Schools Victoria reference groups. Darul Ulum College of Victoria's scores are represented as bars and the 2010 Independent Schools Victoria's reference means are represented as lines.

Table 13 below shows Darul Ulum College of Victoria's Primary, Secondary and Overall Means for each domain in 2009 and 2010. The top score in each column is highlighted in green and bottom score for each column is highlighted in red.

Table 13: School Area Domain Averages	Darul Ulum Primary 2009	Darul Ulum College of Victoria Primary 2010	Darul Ulum Secondary 2009	Darul Ulum College of Victoria Secondary 2010	Darul Ulum College of Victoria Overall Mean 2009	Darul Ulum College of Victoria Overall Mean 2010	2010 ISV Overall Primary Mean	2010 ISV Overall Secondary Mean
Curriculum / Academic Program	5.62	6.67	3.04	7.25	4.53	6.85	7.74	7.67
Quality of Teaching	5.55	6.34	3.33	7.17	4.60	6.61	7.79	7.52
Learning Outcomes	5.85	6.69	3.04	7.18	4.66	6.85	7.73	7.71
Pastoral Care	5.60	6.72	2.93	7.17	4.47	6.86	8.05	7.93
Discipline and Safety	6.21	6.97	3.10	7.26	4.89	7.06	7.81	7.82
Parent Involvement	5.53	6.27	3.09	7.15	4.49	6.55	7.87	7.75
Resources	5.85	6.62	3.19	7.14	4.72	6.79	7.87	7.96
Year Transition	5.56	6.59	3.04	7.00	4.49	6.73	7.89	7.75
Global Item	6.62	7.38	3.90	7.74	5.47	7.49	8.28	8.29
Recommend to Others	6.36	7.25	3.58	7.78	5.18	7.42	8.25	8.23

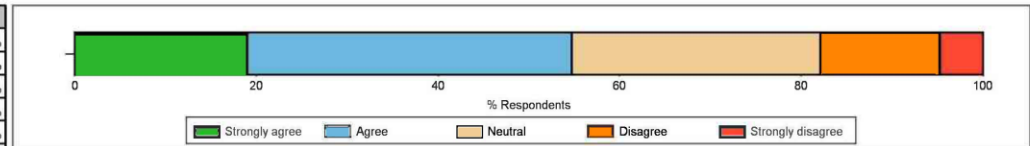
Teacher Satisfaction:

Recognition

At Darul Ulum College of Victoria, staff are recognised according to their performance.

Overall Response

Answer	Respondents	
Strongly agree	16	19.0%
Agree	30	35.7%
Neutral	23	27.4%
Disagree	11	13.1%
Strongly disagree	4	4.8%
Total	84	



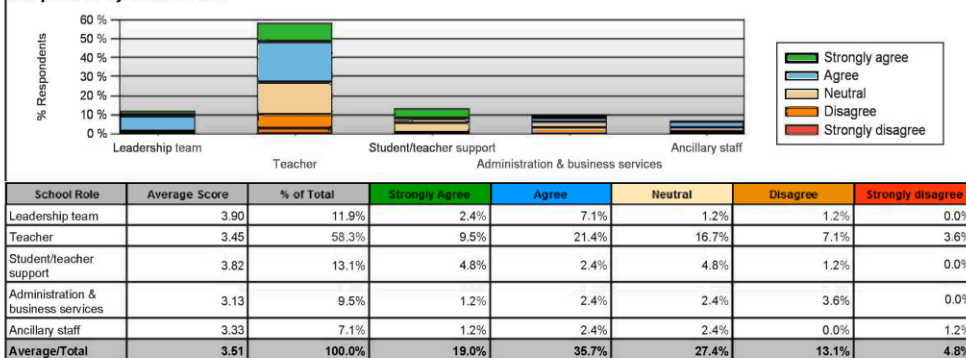
Key Outcomes

54.7% of staff agreed: At Darul Ulum College of Victoria, staff are recognised according to their performance.

27.4% of staff were neutral or unaffected: At Darul Ulum College of Victoria, staff are recognised according to their performance.

17.9% of staff disagreed: At Darul Ulum College of Victoria, staff are recognised according to their performance.

Responses by School Role



Teacher Absence:

The average number of days that a teacher was absent was 11.

Teacher Retention:

Of the 54 teaching staff at Darul Ulum College in December 2009, 45 or 83% were still at the school in December 2010.

Teacher participation in professional learning:

All the teachers at DUCV have participated in a variety of professional development activities throughout the year. The school's induction and mentoring program for teachers was a success in the last year which aimed to ensure that the newly appointed teachers make a smooth start. Level 2 First Aide training renewal course was conducted and the majority of the teaching staff participated in the training.

Since VCE is a newly growing field, majority of VCE teachers have attended VCE subject workshops and seminars to gain better understanding of the relevant study designs and familiarising themselves with the assessment tasks.

Professional Learning Communities have been created in the school by using a whole school approach. The head of departments attended PLC seminars to familiarise themselves with the structure for the correct implementation of the program.

Professional Development - 2010	Expenditure
Semester 1	\$ 7,586
Semester 2	\$ 4,051
In House Professional Development	\$ 4,737
Total PD Expenditure	\$ 16,374

Teacher Qualifications:

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Qualification	Number of Staff
Diploma of Education/Grad. Diploma of Education	31
Bachelor of Education	11
Masters of Education	6



Student Progress and Achievements

Student Learning:

At Darul Ulum College, we ensure that students achieve the necessary skills, knowledge and understanding and become educated individuals; they need to be quality producers, effective communicators, leaders and collaborators, designers and initiators, community contributors, active investigators and most importantly self-directed learners.

Under our “A fresh BREEZE” strategic plan, student learning has been the focus of our curriculum design and implementation. At DUCV we put great emphasis on staff professional learning to ensure student learning is taking place at its optimum level.

Our commitment to (PLC) Professional Learning Community process where the focus is not only on teaching, but on student learning has been a major focus at DUCV. We believe that for learning to take place, a collective commitment by the student, teacher, school administration and the family work together, make decisions based on evidence and results rather than programs. To adopt the process of PLC, the school has taken many steps to ensure the school infrastructure is ready and one that supports and sustains it. Based on this vision and to initiate this process, we set our School Smart Goals and this information has been communicated to the staff in variety of modes. We believe in setting clear and achievable goals and maintain that it is ‘the single most powerful motivational tool ... which provides purpose, challenge and meaning in an organisation’. (Blanchard, 2007, p.150)

For the PLC process to be successful, we are in the process of reviewing the curriculum to ensure that Essential Common Outcomes are identified; a culture of Collaboration is established where we ‘work interdependently to analyse and impact on our professional practice in order to improve individual and collective results’ (DeFour 02); Use Common Assessments to measure students’ results; strategically analyse data and to ensure learning is taking place, provide intervention for students who are considered at risk of not meeting the standards and celebrating the achievement of the students and the school.

We also take the opportunity to utilise the standardised assessment data obtained from the NAPLAN (certain levels) and PAT Tests (all year levels) to our advantage. The data is analysed and discussed in detail with all teachers to improve teaching and learning. The Student Perception and Student Self-Evaluation surveys are taken into consideration when planning and implementing the curriculum.

Student intervention has been given high priority where upon identification of the students, the intervention is provided till mastery is gained. This procedure safeguards our first goal, Guaranteed Curriculum in a specified amount of time. Our Corrective Reading program for the younger levels is in its fourth year of implantation and the higher success rate for student at risk is testimony to its effectiveness in a fairly short span of time. Teacher expertise has also made a great contribution in student success and it is projected that the number of students needing intervention should dramatically decrease in the foreseeable future.

The college is continuing its offer of support in the area of ESL to the New Arrivals and other relevant students, integration aide support for students receiving funding and maths intervention programs such as the CMC (Connecting Maths Concepts) and the EMM (Elementary Maths Mastery) to targeted groups of students.

NAPLAN ANALYSIS for percentages

Percentage of students achieving the national literacy & numeracy benchmarks for their years (AT or above National Minimum Standard)

Reporting Year		Year 3	Year 5	Year 7	Year 9
2008	Literacy	98%	90%	93%	93%
	Numeracy	100%	95%	98%	98%
2009	Literacy	100%	96%	98%	88%
	Numeracy	97%	99%	98%	100%
2010	Literacy	98%	96%	95%	96%
	Numeracy	100%	99%	100%	96%

Percentage point change

Reporting Year		Year 3	Year 5	Year 7	Year 9
2007 to 2008	Literacy	4%	3%	-9%	-
	Numeracy	3%	4%	-5%	-
2008 to 2009	Literacy	2%	6%	5%	-5%
	Numeracy	-3%	4%	0%	2%
2009 to 2010	Literacy	-2%	0%	-3%	-4%
	Numeracy	3%	0%	2	12%

* From 2007 special education students also participated in AIM & NAPLAN exam.
The percentage point change reflects their participation.

Information is collected by the end of the year through Standardised Assessment Program. Tests are conducted by the test supervisors and papers are marked by an Independent body (ACER).

Standardised Assessment Coordinator analyses data for class performances.

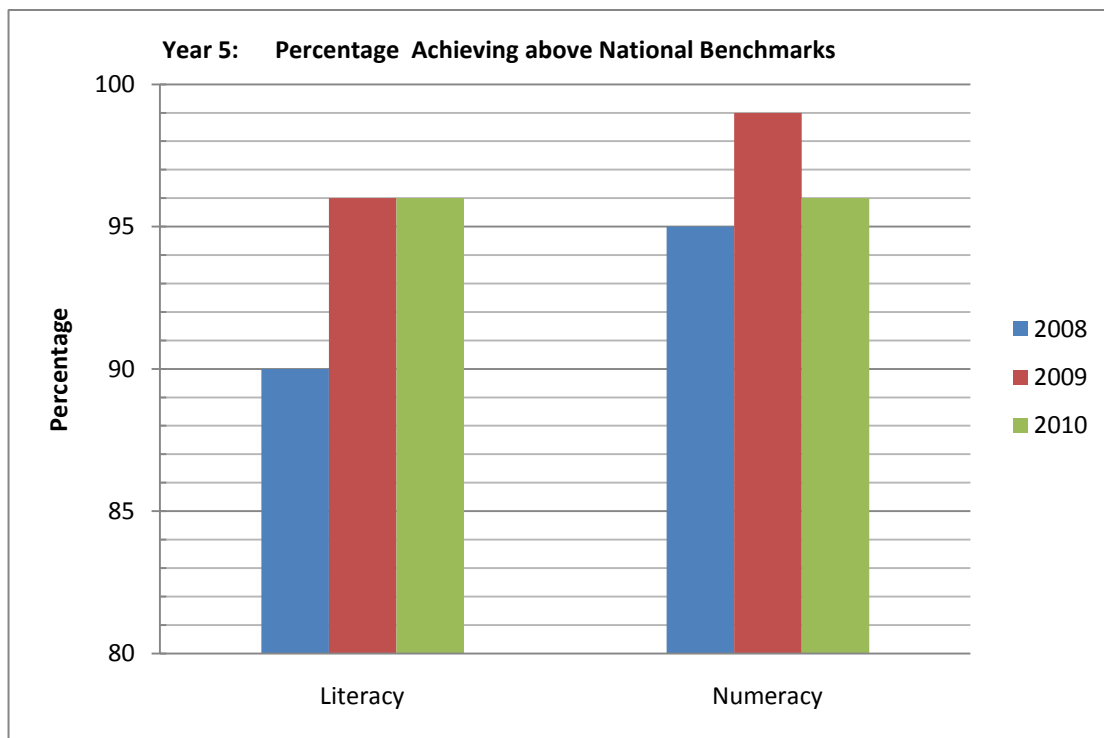
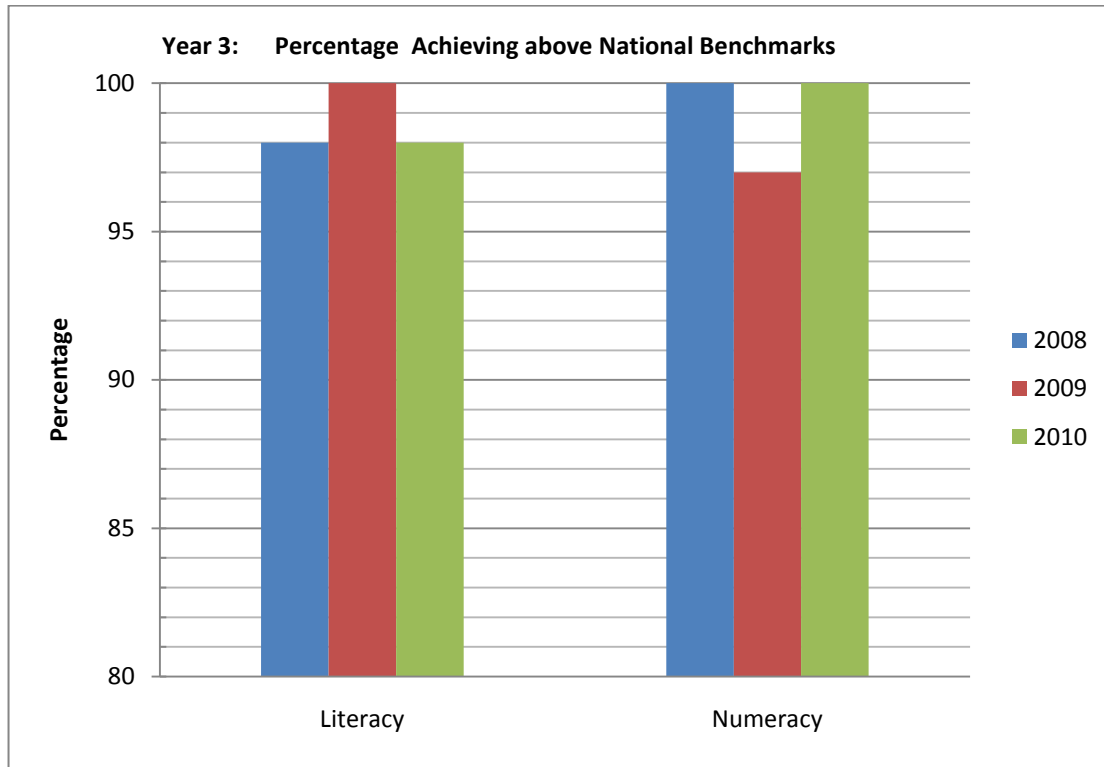
Percentage of students achieving the national literacy & numeracy benchmarks for their years (different way of organizing)

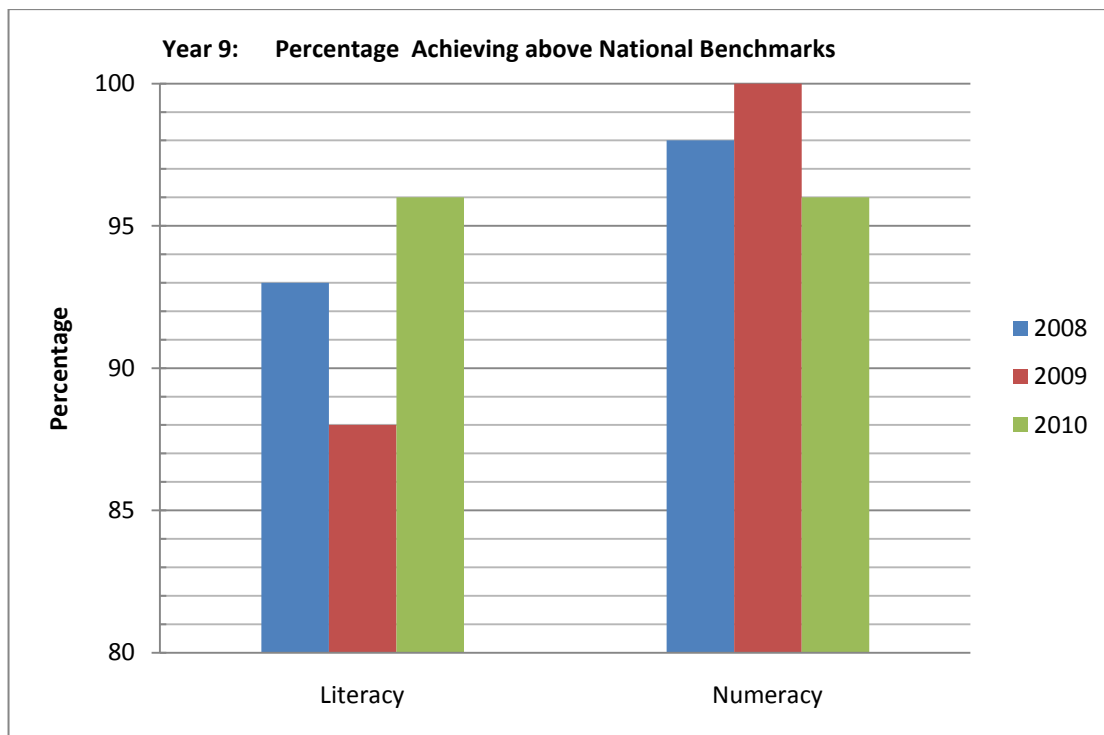
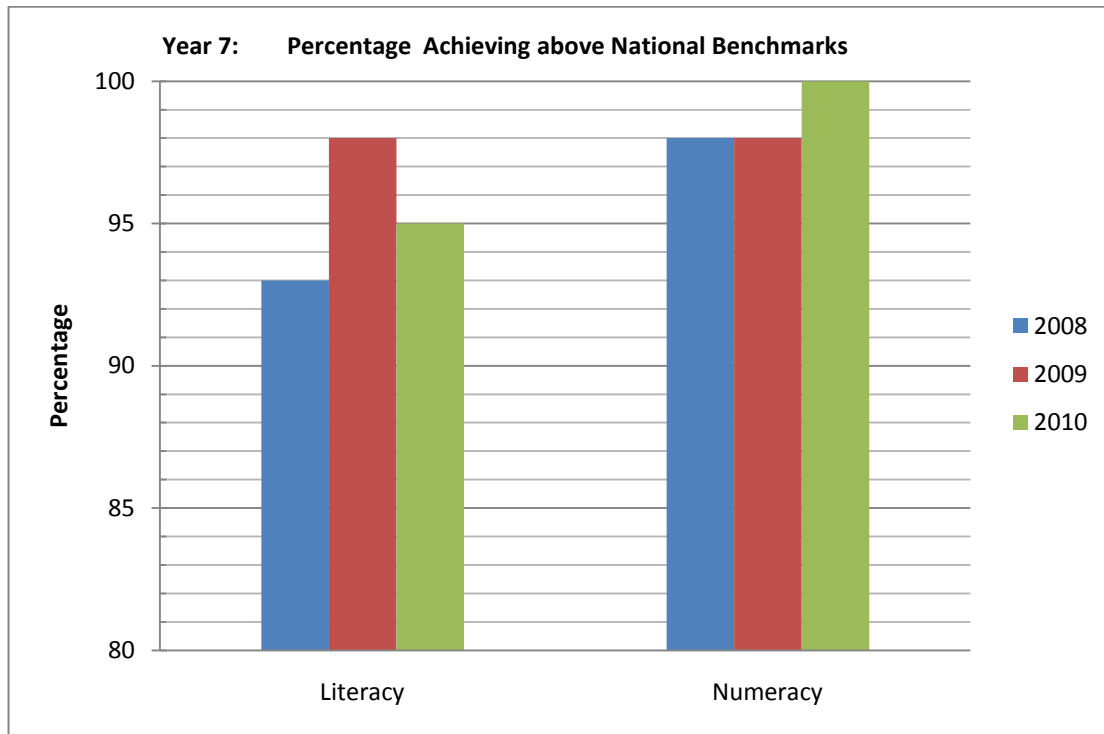
Year	Year 3		Year 5		Year 7		Year 9	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
2008	98	100	90	95	93	98	93	98
2009	100	97	96	99	98	98	88	100
2010	98	100	96	96	95	100	96	96

2010	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	98%	100%	100%	100%	100%	100%
Grade 5	96%	100%	100%	100%	99%	99%
Grade 7	95%	95%	95%	95%	95%	100%
Grade 9	88%	96%	98%	96%	95%	96%

2009	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	100%	100%	100%	99%	100%	97%
Grade 5	96%	98%	100%	99%	98%	99%
Grade 7	99%	95%	99%	97%	98%	98%
Grade 9	88%	94%	85%	91%	90%	100%

2010	Literacy					Numeracy
% At or Above National Minimum standard	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	Literacy Average	
Grade 3	94%	100%	100%	93%	97%	97%
Grade 5	85%	88%	86%	81%	85%	88%
Grade 7	69%	80%	91%	71%	78%	82%
Grade 9	74%	76%	81%	79%	78%	79%





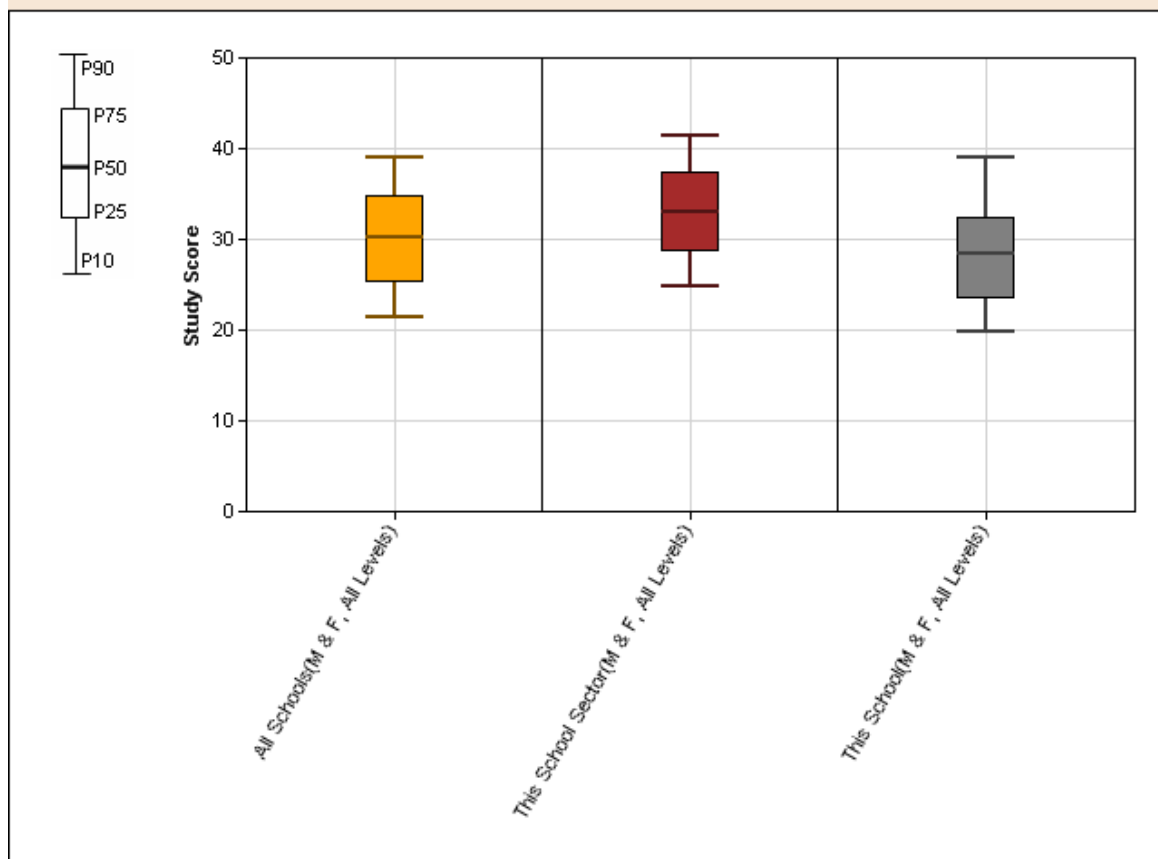
VCE median study score:

The year 2010 was the first year that the school obtained its first VCE results. The students achieved their personal best and the school is proud to announce that in VCE LOTE ARABIC, students achieved the first and second highest in the state, 48 and 46 out of 50 consecutively. The students' names were published in the Herald Sun and in The Age on Wednesday, December 15th, 2010 in the VCE top Scorers Guide.

VCE median ATAR score: 71.75%

VCE completion rate: 100%

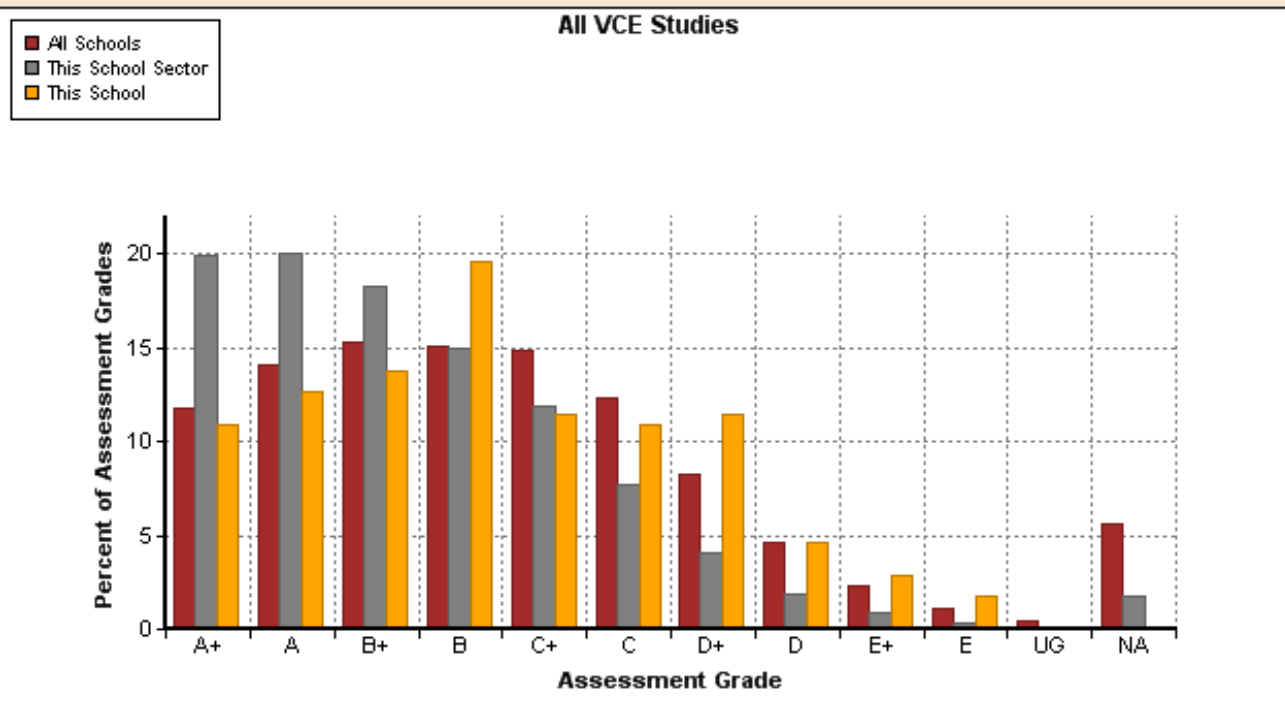
Report 1
All VCE Studies (VCAA Study Score)
2010 DARUL ULUM COLLEGE OF VICTORIA Home School Data



Report 2

Assessment Grades Report: All VCE Studies

2010 DARUL ULUM COLLEGE OF VICTORIA Home School Data



The College is prioritising and fulfilling the prerequisites of establishing a successful VCE program. Classes consisting of only three students are still running for the sake of increasing our VCE capacity.

The College is increasing the number of subjects offered in the school as the number of students who are opting to continue and complete their secondary education in the school is considerably increasing.

National Partnership Project involvement: The College has conducted a wide range of important events during the year such as information nights, promotion night, subject selection expo day and students self study habits sessions. The school's VCE team is working closely with a consultant from Independent Schools of Victoria as part of National Partnership Project to assist in the establishment of a reputable VCE program.

Post- school destination: 80% of our 2010 female and 62 % of 2010 male VCE graduates are currently pursuing their tertiary education and have been admitted into a range of Australian universities as well as universities abroad.

Reporting on PSD (Program for Students with Disabilities)

The main objectives of our “program for students with Disabilities” is to provide these students with extra assistance in accessing the curriculum in an equitable manner as well as to help them in coping with the academic, social and emotional demands of schooling. We endeavour to create and adapt programs that enhance their learning environment through the provision of special equipment, materials and other resources.

A variety of assessment tools are used to identify students’ needs which include the PAT Reading, PAT Maths, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Mastery Tests, Fluency Checklist and teacher anecdotes. NAPLAN data is also used to measure student progress in comparison to the National Benchmarks.

A systematic process is followed to determine whether a student has a learning difficulty. Results of common assessments and teacher referrals are the initial indicators for this process. The students are then assessed by a psychologist who identifies students having learning difficulty, whether intellectual disability or language disorder, and the severity of the disability. Further testing, such as a Language Assessment and Hearing test will be conducted to rule out any hearing loss which may affect their learning capacity.

Once all tests are completed, all results are compiled and submitted to Independent Schools Victoria to be processed. The school is then sent a list of approved applications for students with learning disability and the amount of funding each child is entitled to. The funds are used to employ an integration aide to work with these students and give them the extra support they require. The aides commence working with the identified students at the beginning of the new academic year.

The aides liaise with the class teachers to devise a plan best suited to the needs of the students.

The younger students may be withdrawn from class to work in a one-on-one situation with the aide in order to have a concentrated focus on an area/s of difficulty. Older students are catered for within the classroom, where lessons may be modified to suit their learning style and enable the student to achieve a sense of accomplishment among their peers.

Student participation, engagement and results are indicative of their success in terms of academic performance and social interaction. Students have developed great confidence and willingness to participate, not only in class work, but also in the extra-curricular activities, working bees and state, national and international competitions.

Another component of Children with Disabilities is Speech Therapy.

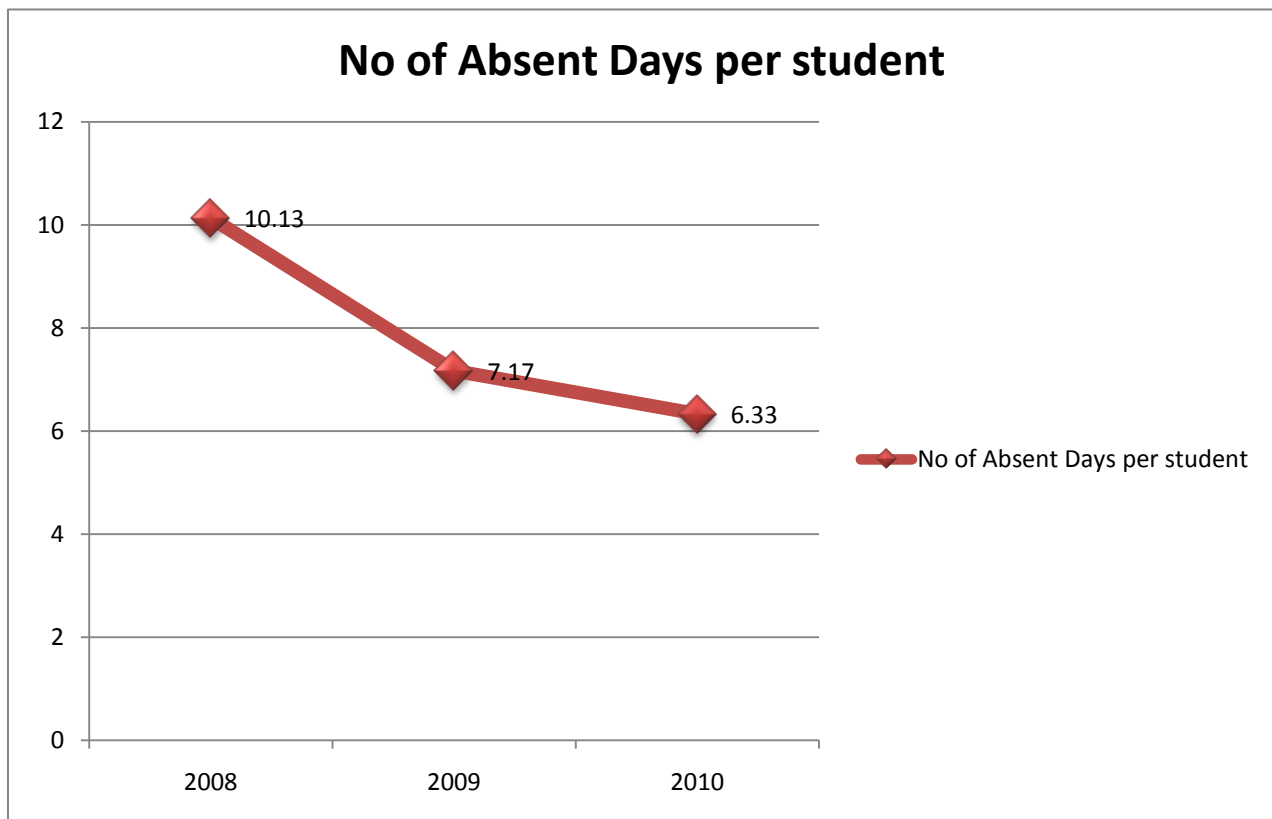
Speech Therapy is available to students from Grade Prep to Grade Four. Students who need and are approved for Speech Therapy are given regular therapy sessions. A speech pathologist is employed by the school to provide ongoing assistance to these students. Speech therapy offers young students the chance to improve their communication skills and build up their confidence.

Student Engagement and Wellbeing

Our ultimate aim for student wellbeing is to promote a healthy, supportive and secure environment for all students and to develop students' resilience. Student Welfare at DUCV is regarded as a shared responsibility between school, home and the community. Parents/teacher interviews, information nights, parent forums and other numerous modes of communications between home and school provide a great platform for ensuring and improving schooling for the students.

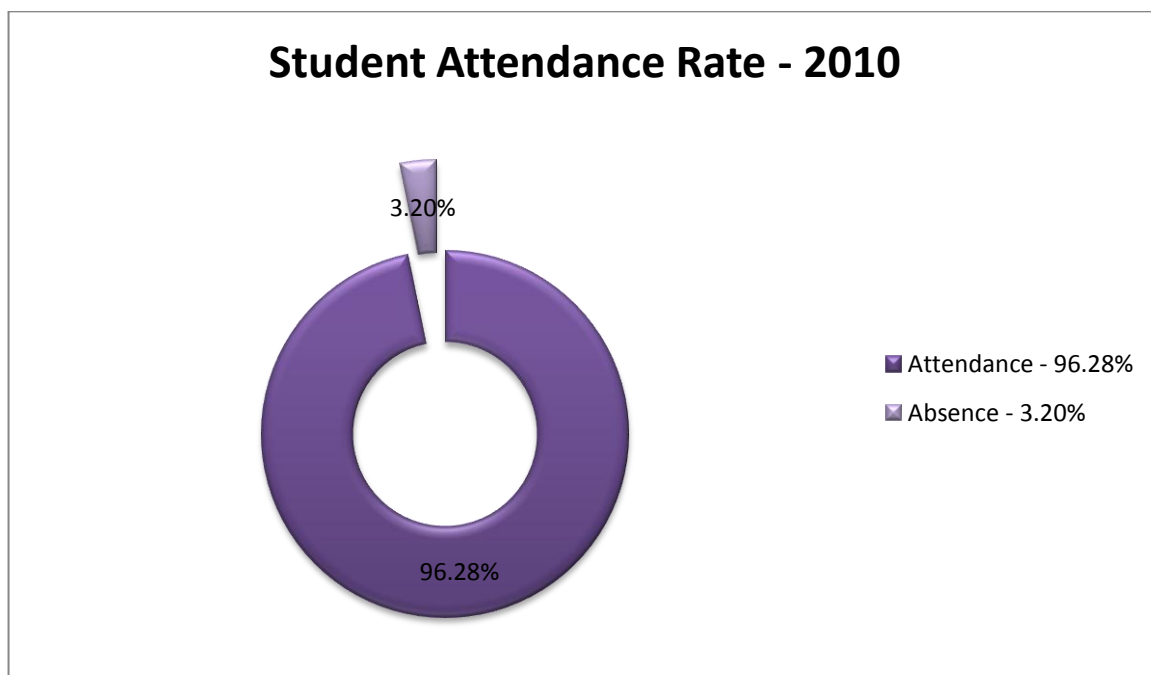
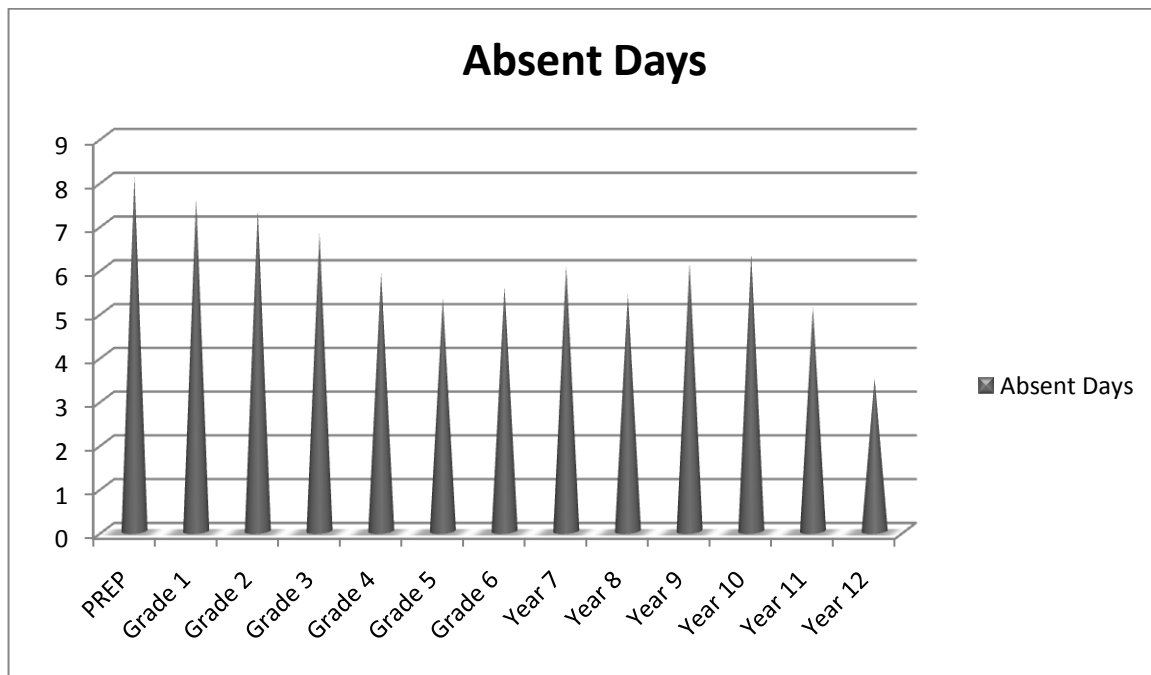
Again, as part of our Strategic and Continuous Improvement plan, student engagement has been the focus of our curriculum design and implementation. Great emphasis has been placed upon student engagement and participation through the introduction of programs and projects that are appealing to boys and girls. Student engagement has been the pinnacle of our staff Professional Learning through whole school specialist consultancy programs, external and in-house PD sessions.

We also have in place a buddy system where older students work with younger students in a supportive and guided manner. Success 4 Boys project, not only provides the teachers with a great insight into the teaching and learning of young boys, it also provides the parents with skills and strategies to assist and understand their children, sons in particular. Under the Success 4 Boys Project, we have planned to extend the forum provided to fathers, to the mothers as well and hopefully give them direction and some guidance on how to deal with difficult situations in regards to their children.



The above graph indicates that in 2010, the rate of absences showed an average of 6.33 (which means that on average each student was absent from the school for 6.33 days in the whole year).

It can be noted that over the past 3 years, there has been a steady drop in the number of absent days per student. The drop in student absence can be partly attributed to better communication channels between the school and families.



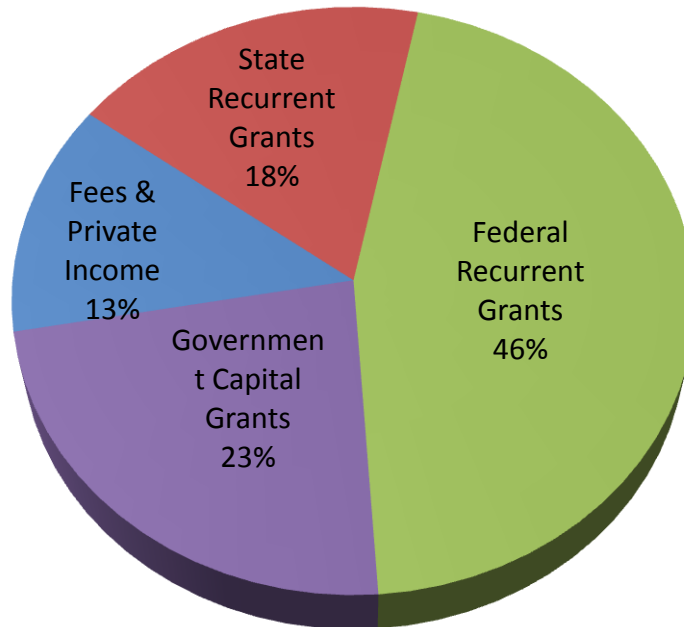
The overall attendance of students at Darul Ulum College of Victoria is reasonably good and we had an attendance rate of 96.28% in 2010. We recognize the strong link between school attendance and learning outcomes and continue to encourage parents to reduce late arrivals and absences. Most of the absences were due to illness and truancy issues that are recorded and documented. The school reports student absence to parents in their child's school report.

Student engagement and connectedness to school rate very highly in the annual student response to school surveys, which support our high attendance rates. The introduction of daily periodic electronic roll marking system by the form teachers has increased the monitoring of student attendance. The Year level Co-ordinators and the Administration team spend considerable time and effort in consulting the student individually and their respective families in an attempt to address attendance issues. These consultations are also used to ascertain the content of the curriculum that a student misses and the level of work required during this time to ensure a smooth transition upon the student's return.

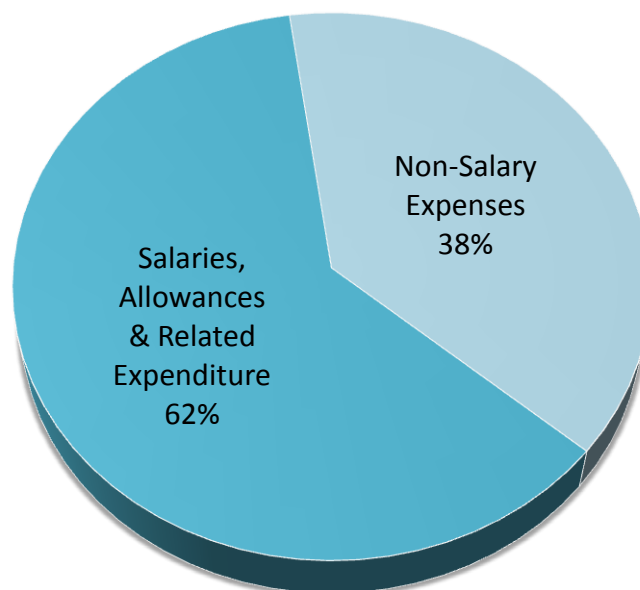


Financial Report

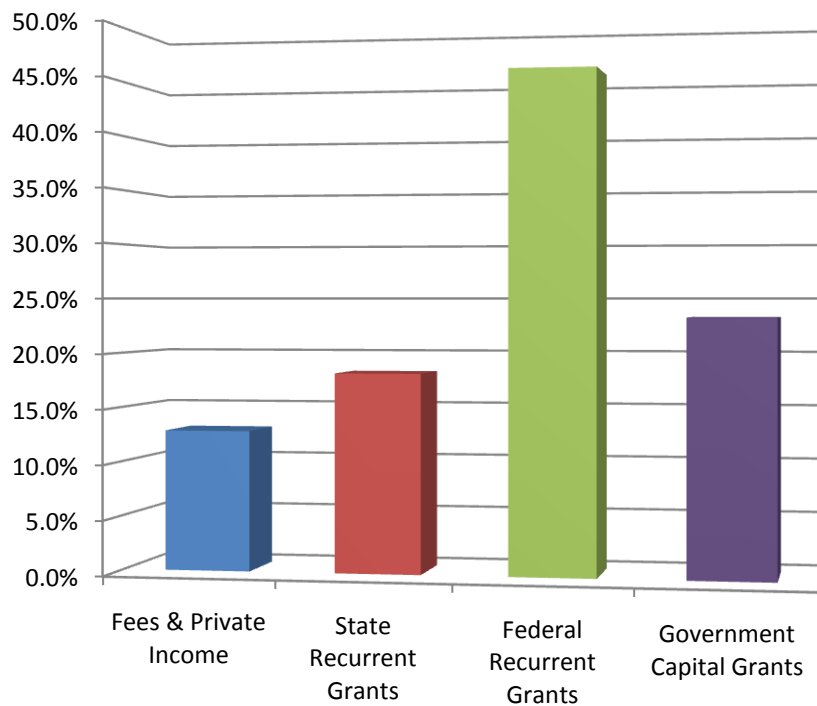
Recurrent/Capital Income



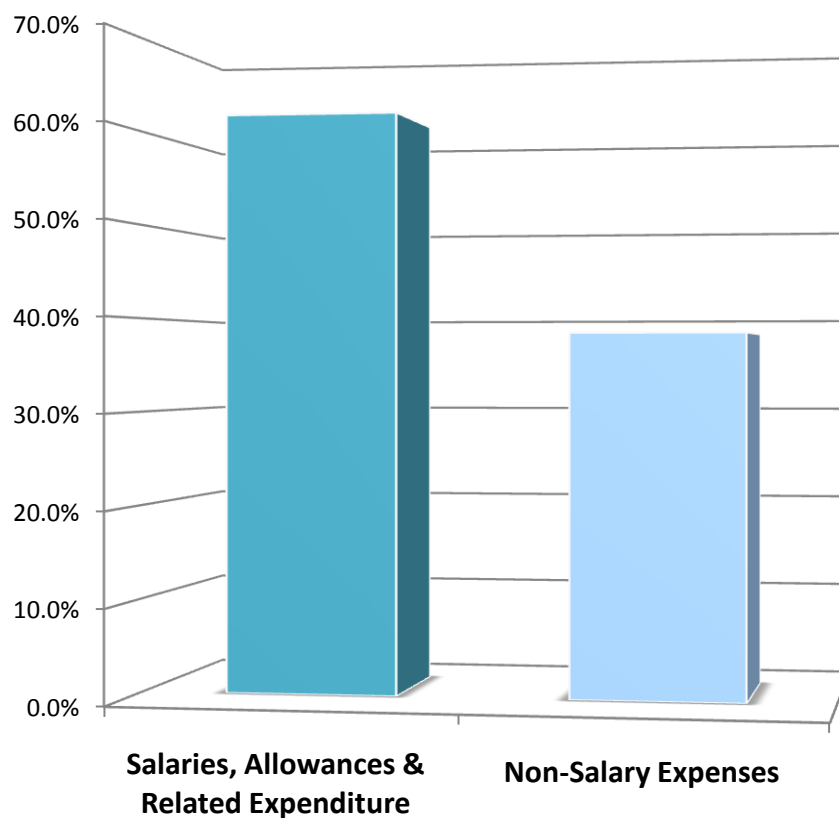
Recurrent/Capital Expenditure



Recurrent/Capital Income



Recurrent/Capital Expenditure



School Contact Information

Address:	17 Baird Street Fawkner
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