

ANNUAL REPORT | 2018



AUSTRALIAN INTERNATIONAL ACADEMY
MELBOURNE CAMPUSES

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AIA

Governance and Finance Overview

AIA Vision and Mission

ACADEMY VISION

The Academy was established in 1983 within the guidelines set by both the Commonwealth and the State Governments to fulfill specific needs for the Muslim Community in Victoria. It is the first registered and funded Islamic day educational institution established in Australia to address such important needs.

The Academy vision is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World citizens with Australian and Muslim values.

Having such a vision in mind, the Academy is offering a broader and a well-balanced curriculum with global perspectives to students in primary, secondary and post compulsory levels. In a Muslim environment, Islamic Education together with Australian Values and extracurricular components complement the general education program and produce a comprehensive contemporary curriculum that satisfies students' needs and realises the vision.

ACADEMY MISSION

- To develop the curriculum to cater for the growing needs of all students,
- To widen the focus and the scope of all programs to go beyond the local or the regional aims to global perspectives,
- To develop extracurricular programs that complement the general curriculum and encourage creativity, innovation, involvement in services for the community, participation in sports, and concern for the environment,
- To develop and maintain a school environment where every student has the opportunity to learn to his/her fullest potential and to enjoy his/ her school days without discrimination or undue pressures,
- To develop appropriate teaching practices and promote contemporary approaches to learning that encourage students to build self-confidence and develop their talents and inner personal skills,
- To build in students the Muslim character that exemplifies Islamic manners and shows respect and tolerance to other opinions and appreciation to differing cultures,
- To develop and optimise educational opportunities, resources, and facilities to cope with all challenges brought about by the technology age,
- To improve and optimise working conditions for College employees and develop effective recruitment and selection procedures to attract and appoint good quality candidates, and
- To develop and improve its administrative and financial systems to deliver services efficiently and effectively and to achieve optimum results.

AIA Motto

ADVANCEMENT

- We educate for the future by encouraging students to become active, compassionate and lifelong learners.
- We develop and maintain a school environment where every student can learn to his/her fullest potential and to enjoy his/her school days without discrimination or undue pressure.
- We engage students in contemporary approaches to learning that supports student inquiry in a local and global context.
- We encourage students to build self-confidence and develop their talents and inner personal skills.

DETERMINATION

- We promote the development of good Australian and global citizens.
- We prepare students for active participation in the wider local and international community.
- We empower students to make informed decisions.
- We prepare the student for life, with a clear consciousness of his/her role.

FAITH

- We preserve our Islamic culture and identity.
- We provide an environment where students are comfortable and free to practice and enhance their faith.
- We teach Islamic civilisation and Islamic achievements.
- We practice acceptance to participate effectively in society.

Academy Governance

AIA is an incorporated association and is governed according to an incorporated Constitution (Rules of the Association).

The Academy has two boards, the Board of Trustees and the Academy Board. The Board of Trustees is responsible for the property ownership, property management and purchases, and the overall Academy finances. The Trustees are responsible for the appointment of the Academy Director General. They meet a minimum of 3-4 meetings per annum, or as required.

The Academy Board is responsible for the Academy policies, education programs, staff appointment, training, leave requirements, staff and student welfare and safety, building safety, cleaning and maintenance, school fees and finances. They meet a minimum of seven meetings per annum.

According to the Academy' constitution, the daily operation and the management of all campuses, including the selection and appointment of teaching and general staff are delegated to the Academy Head (Director General) assisted by Campus Heads, School Heads and Assistant Heads.

The Academy has an Academy Academic Affairs Council (AAAC) responsible for the review and approval of all academic programs of the Academy including the staff Annual Appraisal Program. The AAAC comprises of a director and two assistant directors supported by a technical staff. The council meets three times per annum.

THE BOARD OF TRUSTEES

Dr Omar Lum	President and Trustee
Dr Adnan Abdel Fattah	Trustee
Mr Salah Salman AM	Secretary and Trustee
Mr Adam Aydemir	Trustee

ACADEMY BOARD MEMBERS

Ms Melinda Baarini	Board Chair
Mr Malcolm Thomas	Treasurer
Mr Salah Salman AM	Head of Academy and Secretary
Mr Mohamed Elzanaty	Member
Ms Fayzah Saleh	Member
Dr Zoya Mughal	Member
Mr Mohamed Farook	Member
Ms Iman Mojaled	Member
Mr Kimani Adil Boden	Member
Ms Maffaz Al-Safi	(ex officio) Member Head of Strathfield Campus

Role of Academy Head (Director General)

The Academy Head is responsible for the following broad important tasks:

The Financial Viability of all Campuses

- The Annual Budget of each Campus is well prepared and balanced to cover all needs and it is within the Academy's Global Budget.
- Building and maintenance for each campus are well planned according to the needs and well maintained within the Campus Budget.
- Student Fees for each campus are adjusted annually to meet the targets within the annual budget.
- To ensure that the procedures for fees collection are in place to guarantee the right collection on time.
- To ensure that there will be no shortfall in the Campus Budget throughout the year.
- To report to the School Board and the Board of Trustees on any shortfall in Campus Budget

The Efficient Operation of All Campuses:

The Academy Head is responsible to oversee the operation of all campuses and to ensure that;

- Each campus is operating effectively and efficiently according to the Academy's Policies and Guidelines.
- The administrative structure of each campus is according to the Academy's Guidelines and Policies.
- The Courses, curriculum structure, and student assessment are according to the Academy's Academic Affairs Council's Policies and Guidelines.
- To ensure that all Student Welfare, Child Safe, and Reporting policies are implemented in each campus effectively and reviewed regularly as per Government Guidelines.
- To make regular reports to the School Board and the Board of Trustees on the development of each campus.

Staff Appointments & Training – All Campuses.

- On behalf of the Board of Trustees to appoint and remove School Heads/Principals according and Assistant Heads (Deputy Principals) according to Academy's Policies and Guidelines.
- On behalf of the Board to approve all other appointments for each Campus according to the policies through the process of selection, shortlisting, interviews, and appointment.
- Approve Staff Annual Training Budget for each Campus and to ensure that:

- The Annual Training Program facilitates the training of all teachers and teacher support personnel to satisfy the need of all programs, including all IB programs (PYP, MYP & DP) and the National Curriculum Programs in different States.
 - The training program is prepared according to the Academy's Guidelines, Philosophy, and the targeted outcomes.
 - All staff members are included in professional development programs that cater for all needs.
 - The Training Programs support & enforce the principles of inquiry approach, collaboration and differentiation in planning and classroom deliveries at all levels.
 - The Training Programs are well prepared to achieve the Academy's set objectives and targeted goals.
- To report to the School Board and The Academy Board of Trustees on objectives and outcomes.

Staff Annual Appraisal Program – All Campuses.

The Academy Head, on behalf of the School Board and the Board of Trustees is required to:

- To work with the Academy Academic Affairs Council (AAAC) to arrange the Annual Appraisal Program for all Campuses and to appoint the required assessors for each campus.
- Ensure that the Appraisal Program is conducted according to the Academy's Policy and Guidelines.
- Ensure that all Appraisal instruments & forms are reviewed regularly (through AAAC) to address the developing needs of all staff in different States.
- Ensure that the Program satisfies the requirements of all Academy's Educational Programs, including all IB Programs (IB PYP, IB MYP, IB DP), the Australian National Curriculum in Victoria (VCE) and New South Wales (HSC) in Australia, and the UAE National Curriculum.
- Ensure that feedback reports have been given to all candidates, and the Appeal process is in place for all candidates.
- Report to the Academy Board on the implementation process and the outcomes of the Annual Appraisal Program.

Academy Administration

The Academy's Melbourne campuses; Melbourne Senior Campus, King Khalid Coburg Campus and Caroline Springs Campus, are managed daily by the Academy Senior Management Team and as follows:



Salah Salman AM
Academy Head & Director
General



Gafiah Dickinson
Head of Melbourne
Senior Campus



Leyla Mohamoud
Head of King Khalid
Coburg Campus



Kenan Erdal
Head of Caroline
Springs Campus



Fayzah Saleh
Senior Financial
Manager

Academy Chairperson's Message



I would like to take the opportunity to congratulate all Trust and Board members, teachers, staff, parents and students for making the past 35 years at AIA such a success. In that time, we have seen many students graduate and move on to become outstanding professionals. The loyalty, hard work and dedication of our teaching staff has enabled our school to grow from strength to strength.

Furthermore, I would like to welcome and thank all the Trust and Board members for their ongoing services. This year we welcome, Fayzah Saleh, Malcom Thomas, Kimani Adil Boden, Iman Mojaled, Mohamed Farook, Zoya Mughal, Ken Erdal, Maffaz Al Safi, Mohamed El Zanati and Salah Salman to the Board. I look forward to working closely with you all.

On the other hand, we farewell outgoing board members Dr Amjad Hussain, Mona Abdel-Fattah, Salim Boyaci, Gafiah Dickinson, Leyla Mohamoud, and Yasser Soliman. On behalf of the Board I express my gratitude for your tireless contributions and services.

Over the past year we have seen many new developments at the school. We are proud of our students' academic achievements with improvements in our overall NAPLAN results and success of the 2017 Year 12's. We have also seen tremendous accomplishments with our extra-curricular and sport programs. These programs help compliment the development of the students and assist in maintaining a high-quality education, ensuring our students are well balanced. These programs also assist to maintain the academy's vision which is *"to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as World citizens with Australian and Muslim values."*

We will continue to see many years of *"Advancement, Determination and Faith."*

Melinda Baarini

Chairperson of Academy

Head of Academy Overview



The 2018 School Year has witnessed few important events. The three AIA Victorian Campuses; Melbourne Senior Campus, King Khalid Coburg Campus, and Caroline Springs Campus, had the VRQA five-year review. The two NSW Campuses of AIA Kellyville and the AIA Strathfield were under review by the NSW Department of Education for not-for-profit reasons.

The Academy 35th Year Anniversary: The year 2018 coincides with the Academy's 35th Year Anniversary. That period in the Academy's history reflects clearly different stages in the Academy's growth and development in different fields. The

remarkable success of the Academy in the academic, social, physical, and sport wise fields were evident throughout the 35 years. The Academy has been developed from one single burnt down small school in 1983 to become a flourishing, inspiring, and leading international educational organisation of six campuses, in Melbourne, Sydney and Abu Dhabi, UAE.

The Academy's Open Entry Policy

The application of such an open policy, allowed Academy Campuses to admit students without restrictions on race, colour, religion, or ability level. As a result, the Academy's yearly cohort included a mixture of intakes, including students with learning difficulties, below average students, average, and high performer students in all levels from the preparatory level to Year 9. With such an admission policy in place, the success of a school to change students' style in learning from average to high achievers, when they reached Year 12, is unique and remarkable. The Academy has maintained its 'Tradition of Excellence' throughout the years.

Year 12 Results for 2017

The Results were excellent by all measures. There were three top achievers, who scored an ATAR above 99, where the School Dux scored an ATAR of 99.7. 22% of the graduates scored ATAR of 95 or above, and 35% of the graduates scored ATAR of 90 or above, to place them in the top 10 percent of the Nation. The Academy's Median ATAR was 83.4, compared to the National Median of 65.1.

Review of Arabic Language Program in all AIA Campuses

Arabic Language Syllabuses are under review and development during Term 4, 2018. A Senior Arabic Language Consultant has been appointed to review the Arabic Language Program in all Academy Campuses and to assess their relevance and effectiveness, in consultation with Arabic language Coordinators and Campus Heads in all Campuses. A Review Report, including recommendations should be presented to the Academy Head by the end of 2018 School Year.

Five Year Strategic Education and Business Plan

A comprehensive Five Years Education & Business Plan is being prepared during Term 4 of 2018. The Academy has identified six main objectives to be incorporated into the Plan. Both the Department of Finance and the Department of Publication and Marketing were commissioned to develop and collate the new plan, in consultation with all Campus Heads and the Academy Head. The Strategic Plan will be presented to the Academy Board for discussion and endorsement.

Mr Salah Salman AM

Head of Academy

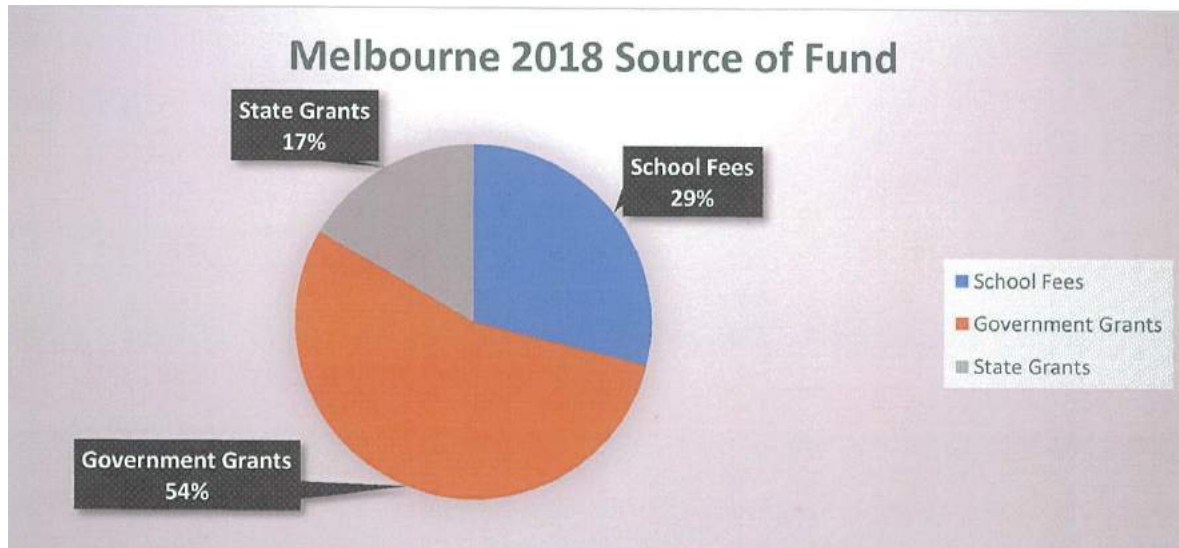
Senior Financial Manager's Report



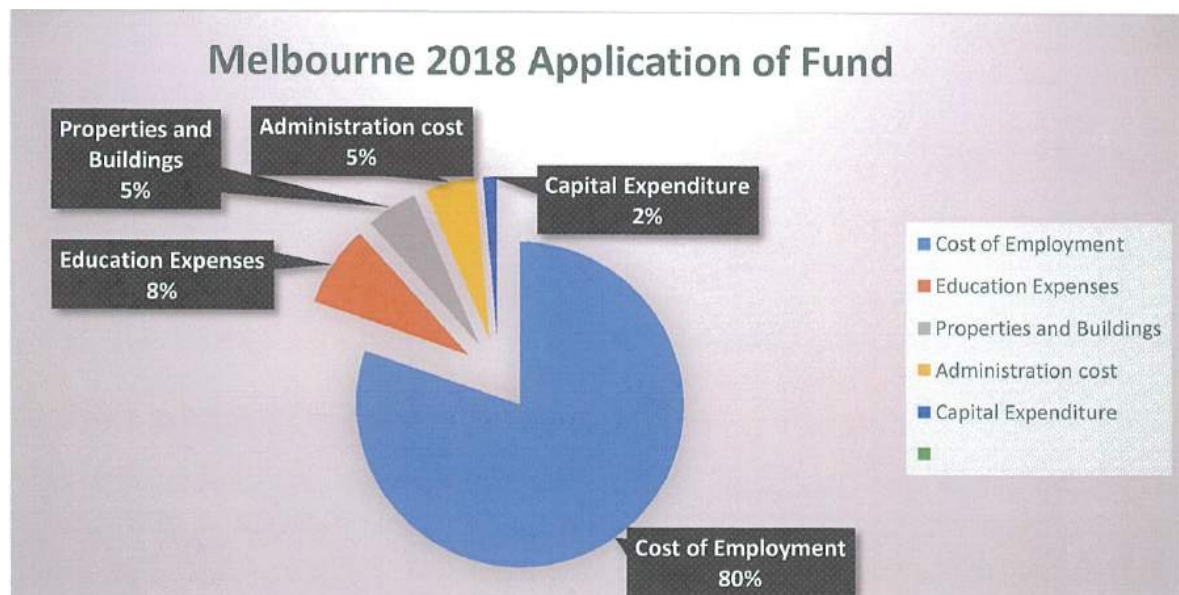
2018 particularly has been a year of many changes for AIA. It brought many challenges, opportunities for learning and growth, thoughtful and ultimate success. The annual report shows how AIA is progressing and developing as a school and outlines what has achieved.

The Graph below shows the financial summary as of 31 December 2018.

Operational Revenue as of 31 December 2018



Operational Expenditure as of 31 December 2018



Capital Expenditure of 2% made of

- \$70K Computers and IT Equipment,
- \$42K Furniture & equipment
- \$11K Air conditioners and
- \$7K Building improvements

Currently AIA operates schools in Melbourne, Sydney, and UAE. Each AIA school operates independently and is responsible for the school's financial budget and performance. Each school has independent income, expenditure, budgets and targets. The income that each school receives from tuition fees, donations and government grants is used entirely to operate and develop that school. The School Council, Principal and Business Manager manage the financial accounts at each school which are audited by KPMG in accordance with the Australian Accounting Standards.

The budget allows each school to contribute to cover its own costs of services that are arranged by school administration and head office including cost-effective, collective services agreements such as educational service insurance, cleaning, healthcare, auditing, staff professional development programs and other services. The AIA is able to leverage the consolidated schools' size and strength to maximize the benefit for each school.

Like other schools that are a part of a larger group of schools, the AIA reports and operates as a consolidated not-for-profit organisation and provides only the consolidated annual report.

The following are the audited Consolidated 2018 Annual Reports for the AIA Inc.

Australian International Academy of Education Inc.

ABN : 69 383 721 991

Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 December 2018

	2018	2017
	\$	\$
Revenue	28,454,572	27,665,803
Other income	109,981	182,259
Employee benefits expense	(22,569,112)	(20,636,475)
Depreciation and amortisation expense	(1,056,574)	(972,334)
Curriculum expenditure	(875,051)	(864,662)
Cleaning expenses	(667,788)	(653,748)
Property maintenance	(577,177)	(657,867)
Other expenses	(2,381,277)	(1,849,111)
Finance costs	(21,831)	(37,438)
Surplus for the year	<u>415,743</u>	<u>2,176,427</u>
Other comprehensive income	-	-
Total comprehensive income for the year	<u>415,743</u>	<u>2,176,427</u>

Australian International Academy of Education Inc.

ABN : 69 303 721 991

For the Year Ended 31 December 2018

Detailed Income Statement

	2018	2017
	\$	\$
Sales		
College fees	7,611,565	7,037,602
Other levies	424,320	392,974
Transport	31,280	23,970
Commonwealth government recurrent grants	15,340,332	15,386,084
State government recurrent grants	4,854,919	4,663,357
Other grants	179,596	156,539
Interest	1,308	443
Other income	121,234	187,003
	<u>28,564,554</u>	<u>27,847,972</u>
Less: Expenses		
Audit fees	55,445	71,396
Advertising and publications	215,844	191,682
Bank charges	13,805	41,165
Bad debts - movement	70,950	(112,796)
Cleaning	595,636	615,654
Computer expenses	73,657	46,118
Consultants	226,522	143,360
Depreciation	1,056,574	972,334
Donations	16,800	32,250
Excursion and camps	267,227	263,012
Insurance	137,873	143,095
Interest paid	21,831	37,438
Legal fees	113,199	34,632
Motor vehicle expenses	20,939	16,243
Printing and photocopying	140,523	197,972
Postage	7,954	10,355
Rent and other leasing charges	446,486	427,332
Repairs and maintenance	130,691	230,535
Security	6,113	5,788
Subscriptions	281,428	291,683
Sundry and administration expenses	490,962	254,803
Teaching expenses -curriculum	140,830	121,258
Teaching expenses -other	549,592	440,616
Telephone and internet	137,608	153,328
Travelling	96,852	86,187
Utilities (electricity, water)	218,614	185,259
Salaries and allowances	19,874,480	18,554,430
Workers compensation	20,307	104,288
Superannuation	1,926,730	1,758,980
Increase/(decrease) in provision for employee bene	761,330	316,422
Staff training	32,009	36,726
	<u>28,148,811</u>	<u>25,671,545</u>
Operating surplus	<u>415,743</u>	<u>2,176,427</u>

Australian International Academy of Education Inc.

ABN : 69 383 721 991

Statement of Financial Position

As At 31 December 2018

	2018	2017
	\$	\$
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	2,289,561	1,505,865
Trade and other receivables	564,802	845,727
Inventories	43,880	44,880
Loans and advances	1,999,828	354,164
Other assets	38,631	142,827
TOTAL CURRENT ASSETS	<u>4,936,702</u>	<u>2,893,463</u>
NON-CURRENT ASSETS		
Property, plant and equipment	28,850,502	29,738,436
TOTAL NON-CURRENT ASSETS	<u>28,850,502</u>	<u>29,738,436</u>
TOTAL ASSETS	<u>33,787,204</u>	<u>32,631,899</u>
LIABILITIES		
CURRENT LIABILITIES		
Trade and other payables	4,775,315	3,273,651
Borrowings	4,216,845	5,648,922
Employee benefits	3,255,638	2,582,929
TOTAL CURRENT LIABILITIES	<u>12,247,798</u>	<u>11,505,502</u>
NON-CURRENT LIABILITIES		
Trade and other payables	1,363,500	1,192,508
Employee benefits	283,325	457,051
TOTAL NON-CURRENT LIABILITIES	<u>1,646,825</u>	<u>1,649,559</u>
TOTAL LIABILITIES	<u>13,894,623</u>	<u>13,155,061</u>
NET ASSETS	<u>19,892,581</u>	<u>19,476,838</u>
FUNDS		
Accumulated surplus	<u>19,892,581</u>	<u>19,476,838</u>
TOTAL FUNDS	<u>19,892,581</u>	<u>19,476,838</u>

Melbourne Senior Campus Report



It has been 35 years since the AIA establishment was formed in 1983. In our 35th year, we are proud to have graduated 1,242 Year 12 students.

The school has been nurturing our students' spiritual and ethical growth and will do so for generations to come. We encourage our students to give back to the future generations and to contribute to society in the future.

One of our priorities for the future is to continue our vision to create technological sound means for effective teaching and learning environments where students will learn to use eLearning platforms with a greater sense of responsibility and accountability for their actions. Times have changed and schools take on bigger responsibilities to ensure students have greater access to current educational reforms.

We already communicate a strong vision to our students (*to advance Australia, to participate effectively as a world citizen with a strong identity and moral compass*) that will support their thinking and learning for many years to come as future leaders in their communities. We are committed to develop a culture where classrooms come alive with thought provoking discussions, critical thinking and creativity. We want our students to love learning and to look forward to knowing that a brighter future will be within their reach through the inspiration that teachers provide.

Over the years, generations of students and teachers have left their mark on our community and in our schools. Spanning three and a half decades and over 1,242 alumni, AIA has grown from a small community school into a well-established educational institution through the hard work and dedication of the teachers.

In 2018 Australian International Academy Melbourne Senior Campus was selected as a finalist in the Australian Education Awards as Best Secondary School – Non-Governmental for the second year running. Finalists for the awards, represent the very best in the education sector and compete across 25 categories for the prestigious national awards.

In the future, we have yet to face many challenges, but we will embrace the challenges with the concerted efforts of staff and students. The years ahead promise a world of optimism, pride and joy as we continue to do what we set ourselves to do thirty-five years ago; to provide quality education for generations of graduates that will pass through AIA's doors.

Ms Gafiah Dickinson

Head of Melbourne Senior Campus

King Khalid Coburg Campus Report



The Australian International Academy Vision is one that draws attention to students being lifelong learners. The school has been implementing the Primary Years Programme for the last twenty years and found many benefits. The Primary Years Program is a concept-based curriculum that challenges learners to think more widely and deeply than traditional, topic-based learning.

As an educational institution we focus on research and evidence-based findings that benefit our students and teachers. The school invested in consultants and programs derived from Project Zero to facilitate and support teachers' understanding and professional

growth.

The focus this year was **'meaningful learning'**. All learning experiences were aimed to instil authenticity into every task, lesson and unit to ensure that our 'students were able to develop problem solving skills and confidence in their own learning abilities.

Another area of focus was developing a healthy mindset. We engaged with our parent, teacher and student communities having discussions around fixed mindset and growth mindset with the aim to improve academic and emotional success for our students, especially in the area of numeracy.

Our students participated in several school activities, from our school wide exhibition, Year 5 Graduation and exhibition, Hajj day, Eid festival, School concert, Character parade, sports days, Australia's biggest morning tea, student-initiated activities initiatives, Day for Daniel, Buzzy bee, Harmony day, and a farewell to our Scouts.

As a school, we continue to strive to design elements of authentic learning for our students to become lifelong learners.

Leyla Mohamoud

Head of King Khalid Coburg Campus



Caroline Springs Campus Report



Having the AIA's vision in mind, AIA Caroline Springs Campus curriculum team and staff continued to plan for each term in a meticulous manner to make certain that all students received high quality education and guidance in and out of class. Our internally collected data of student achievement levels and some of this is reported to you at parent teacher conferences and included in semester reports along with NAPLAN data indicate that our students are making very good progress in their knowledge and academic skills.

In 2018, our Year 10 students commenced their VCE studies in one of the VCE subjects. In 2019, students will complete further six VCE subjects in Year 11 and we expect them to continue with four or five of these subjects in Year 12. Throughout the year we conducted several VCE information sessions for students and parents.

Student wellbeing, safety and conduct is very important to all of us. We have successfully set up a structure which includes designated form teachers for each class, student management coordinators and a student wellbeing coordinator to make certain that issues are dealt with quickly and students are monitored so that students are safe, happy and look forward to attending school.

This campus is the biggest AIA campus in Melbourne in terms of land size which allows for our students to have ample space to play and socialise during breaks. In 2018, we have improved facilities by adding a playground for our younger primary school students.

We are always looking for ways to improve student outcomes by researching latest developments in education. In the last few years we were able continue with and enhance the following: Quran and Islamic Studies, Arabic language, English, Mathematics, Humanities, Science, Information Technology, Arts, Physical education and Sports, Leadership opportunities and daily prayers. These areas of compulsory study were complemented by programs like Maths Online, Education Perfect, Mathletics, Guided Reading, Science and Technology Programs like STEAM (STEM with Art), Thinking & Problem-solving strategies, Research skills, Reading Eggs Program, Art club, Library club and specialist sport coaching. We are also committed to and continue to provide extracurricular activities to students in Sports, Swimming, Debating Program, Poetry, Ramadan activities, Hajj day, Eid Festivals, Exhibitions, Camps, Arts, excursions, incursions, lunchtime activities, Library programs and IT programs.

The overall achievement levels of our students would not be possible without the important work done by our dedicated staff and parents. With the contribution and support of students, teachers and support staff, parents and guardians, AIA community will continue the journey to become leading members of the world and contribute positively to the advancement of humanity and Australia.

Mr Kenan Erdal

Head of Caroline Springs Campus

Strategic Priorities 2019 - 2023

AIA Six Strategic Priorities for 2019 - 2023



Strategic Priority 1

To maintain and protect our unique Australian and Islamic principles, practices, values and culture.

- Update Vision and Mission
- Teach students to practice and live Islamic principles in whatever they do.
- Identify strategic partnerships
- Enrich Academy's Islamic Identity

Strategic Priority 2

To train staff to adopt an innovative and progressive approach in teaching and learning.

To further improve our curriculum contents and teaching strategies.

- Review and develop Academy's broad curriculum programs.
- Evaluate the current IB program
- Review current extra curriculum activities
- Review existing "Compass" portal
- Assess the introduction of vocational stream
- Formal partnerships with nearby universities

Strategic Priority 3

To maintain our unique practice of "An Open Entry Policy" to all students.

Including admitting students with learning difficulties and special needs students from Preparatory Year to Year 9. The Academy must develop and upgrade its staff recruitment methods and professional training policies for teaching and non-teaching staff to sustain our exceptionally high achievement results in Year 12.

- Review Professional Development for teaching and non-teaching staff
- Promote Academy's "Open Entry" policy
- Review staff recruitment and selection methods
- Improving Academy's pro-active approach in measuring students' early performance trends

Strategic Priority 4

To prepare our students with the skills to excel in whatever they choose to do as contributing global and community members.

Addressing the needs of all students in every class and at all levels by adopting and implementing the differentiation approach in the teacher's daily preparation, planning and teaching practices.

- Maintain and strengthen Academy's global education program
- Attract and maintain high achieving Muslim students
- Formalise a proper Alumni and Friends of the Academy entities
- Implementing the teaching differentiation approach

Strategic Priority 5

To continue developing and improving the Academy's financial means.

Through increasing student numbers and other viable methods including investment projects and consequently develop and improve human talent and physical resources, to accommodate the needs of all campuses and to ensure that they are well utilised.

- Financial Capacities: Ensure Academy's financial sustainability and viability (Balance between profitability annual surplus and borrowings.)
- Human Talent: The Academy to be recognised as a caring, engaging and responsible employer
- Physical Resource Management: Prepare a Master Plan that meets all the operational and educational requirements in the Strategic Plan

Strategic Priority 6

To ensure that implementation of all our strategic priorities, practices, general policies are compliant.

Including child safety and risk management and as required by the various regulatory and statutory authorities in the relevant States.

- Review all compliance and governance matters and risk mitigation program
- Enhance safety and security risks at all campuses
- Review plans for risk mitigation and disaster recovery



AIA

Academic Achievements and Activities

Year 12 Academic Achievements

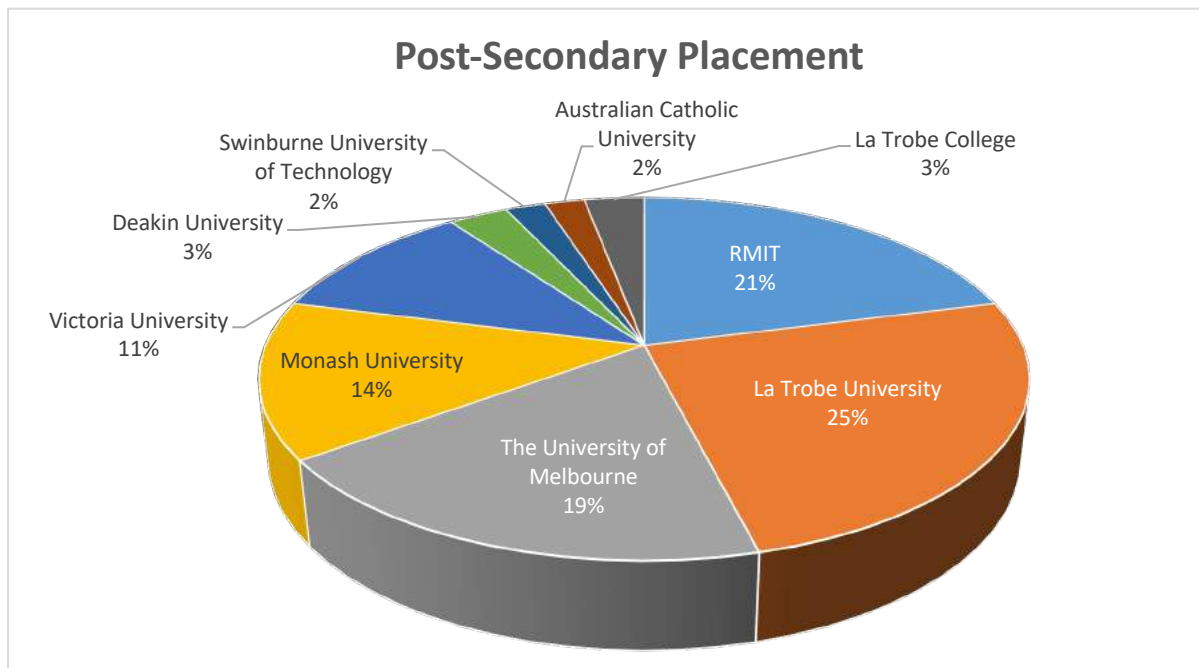
In 2018 the mean ATAR in 2018 was 68.47. Our VCE median ATAR was 24. Our IB Diploma Programme students' Median ATAR sat at 92.1. Twenty-seven per cent of our students received an ATAR in excess of 90 while 47 per cent received ATARs of 80 and above. ATAR results of 70 and above accounted for 59 per cent of the graduating cohort. 52 per cent of our students received their top VTAC preference in Round One, 18 per cent their second preference and 30 per cent their third preference.

In 2019 March, Post-Secondary Placements, Health dominated again as the most preferred field of post-secondary study with 38 per cent of our students choosing to enter fields like nursing, biomedicine, optometry, podiatry, orthotics, speech pathology while 21 per cent opted for the study of physical sciences. Management and commerce related fields were also popular. Please refer to *Fields of Study* graph.

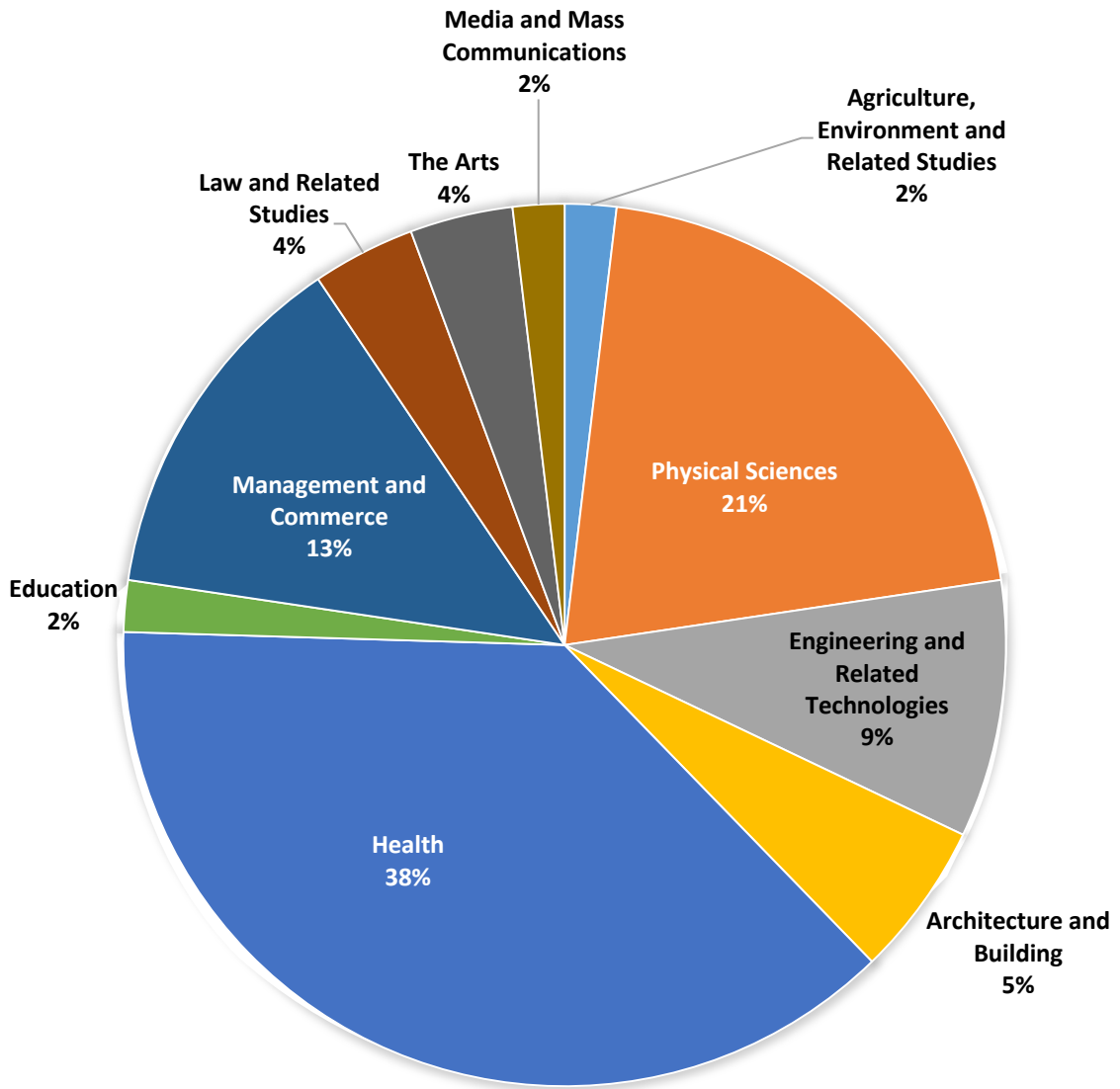
La Trobe University proved the most popular post-secondary placement for our graduating cohort with 26 per cent taking up offers from La Trobe University, followed by 21 per cent continuing to RMIT and 19 per cent beginning their undergraduate studies at The University of Melbourne. Please refer to *Post-Secondary Placement* graph.

POST-SCHOOL DESTINATIONS

Below results reflect how AIA prepares students for greater varied future pathways beyond its wall.



Fields of Study



NAPLAN Results

Congratulations to all of you for the dedicated efforts to improve our results.

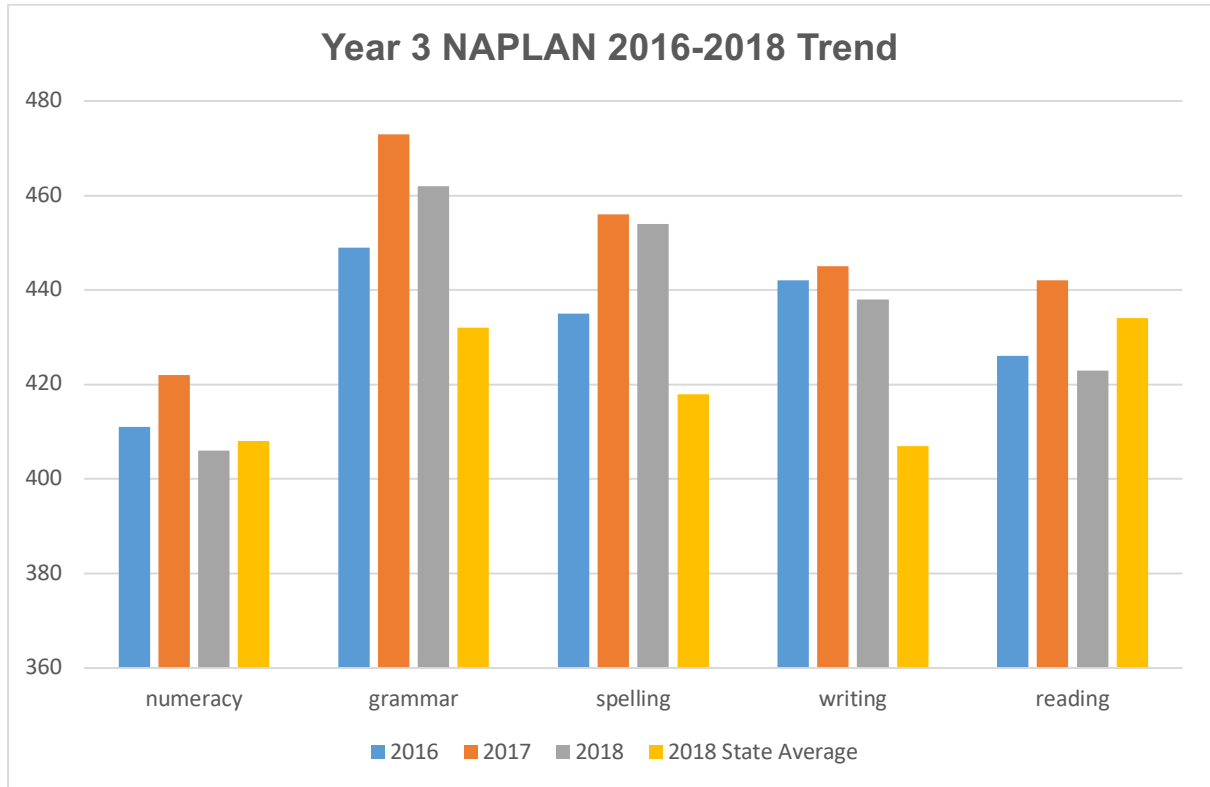
The performance of Years 3, 5, 7 and 9 students are measured on a single common achievement scale. It is divided into 10 achievement bands representing increasing demonstrations of proficiency in skills and understandings. This also enables individual achievement to be compared to the national average. Every raw score for a test is converted into a NAPLAN scaled score out of 1,000. For example, an average Year 3 student's score is around 400, while an average Year 9 score would be around 580. This is a vertical scale and a student's score in 2010 can be compared to their 2012 and 2014 scores to gauge progress.

Student results are reported against the NAPLAN achievement bands. There are 5 separate scales: one each for reading, writing, spelling, grammar and punctuation and numeracy. A score in one assessed area is not comparable with a score in another test domain. The achievement scale's 10 bands are represented across the four-year groups, with each year group being reported across 6 bands. This allows for tracking and monitoring of student progress over time.

NAPLAN Data shown below are in two forms of graphs a) representative of 2016, 2017 and 2018 as well as the State mean for 2018 b) A snap shot representative of how AIA performed against other schools in 2018 - 2018 AIA, 2018 state, 2018 similar schools and AIA highest result achieved by an individual.

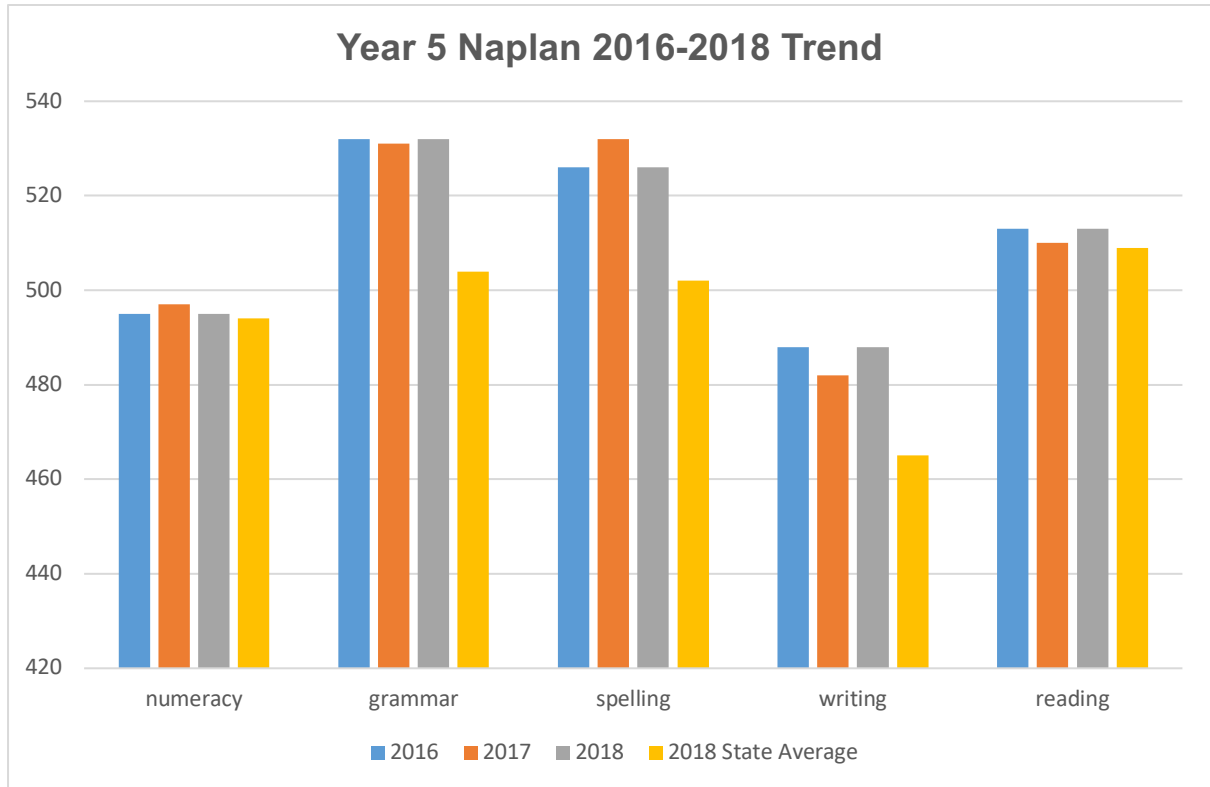
There are few aspects to consider-

- The cohort results vary slightly from year to year due to differences in student composition.
- NAPLAN test question change each year, but general trends areas are useful for school improvement targets.



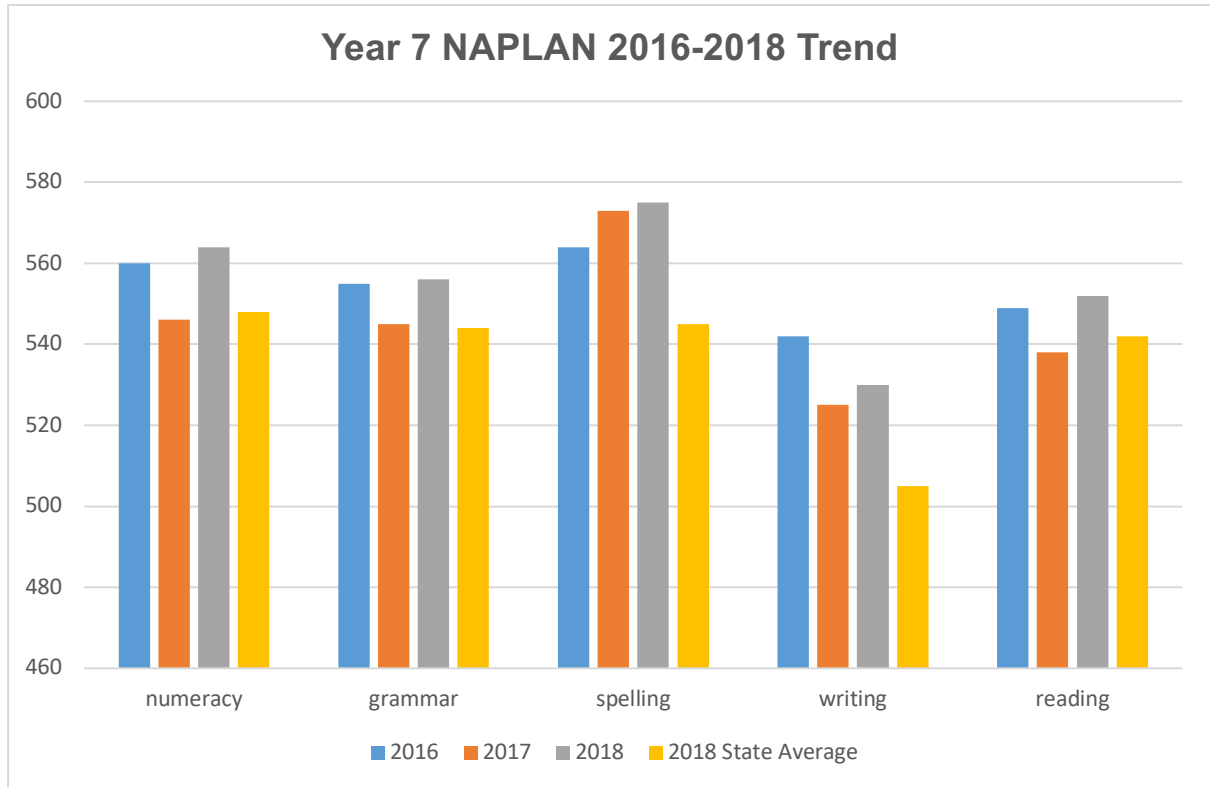
YEAR 3 - 2018

NAPLAN Assessment Area	ABOVE National Standard	AT National Standard	BELOW National Standard
Reading	89	6	1
Writing	95	1	0
Spelling	92	2	1
Grammar and Punctuation	91	3	1
Numeracy	90	5	1



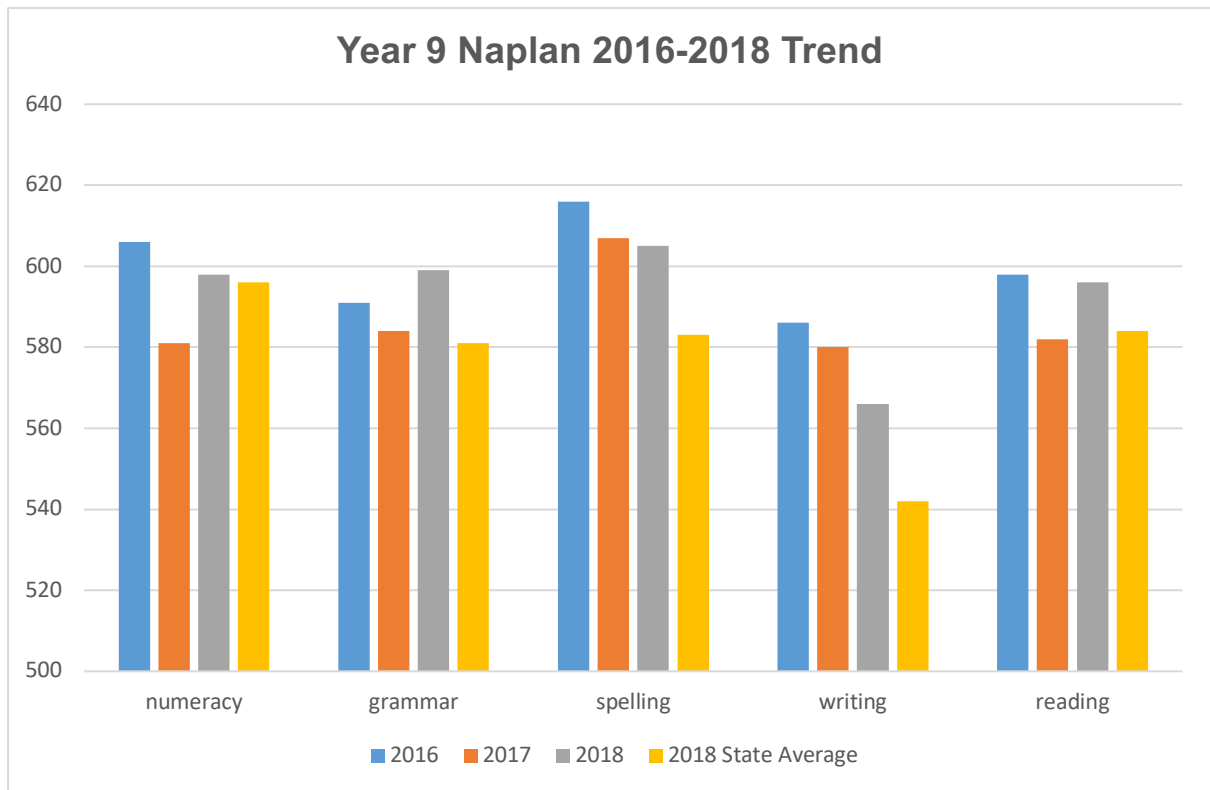
YEAR 5 - 2018

NAPLAN Assessment Area	ABOVE National Standard	AT National Standard	BELOW National Standard
Reading	81	10	2
Writing	88	4	0
Spelling	91	2	0
Grammar and Punctuation	85	8	0
Numeracy	79	12	1



YEAR 7 - 2018

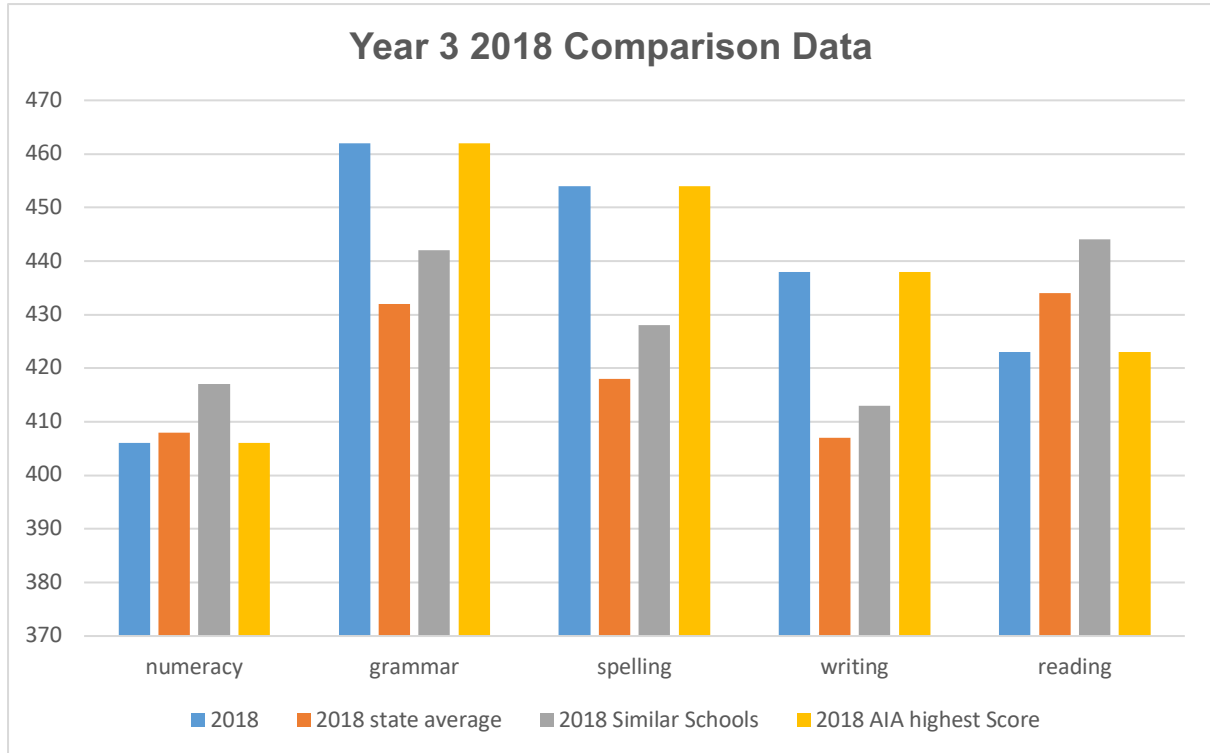
NAPLAN Assessment Area	ABOVE National Standard	AT National Standard	BELOW National Standard
Reading	91	6	3
Writing	76	24	1
Spelling	94	5	1
Grammar and Punctuation	87	10	3
Numeracy	91	7	2



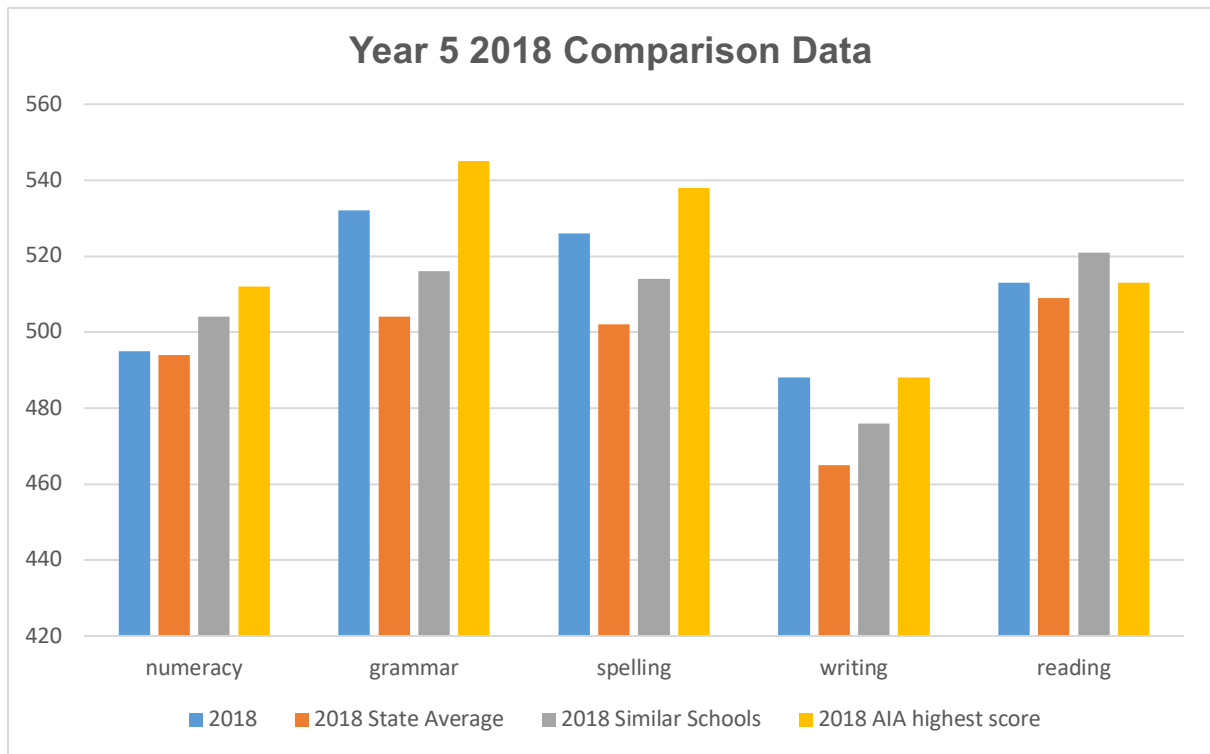
YEAR 9 - 2018

NAPLAN Assessment Area	ABOVE National Standard	AT National Standard	BELOW National Standard
Reading	86	12	2
Writing	73	20	7
Spelling	89	10	1
Grammar and Punctuation	80	15	5
Numeracy	88	12	0

According to ACARA published data on the *My School website*, the Academy achieved substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN.

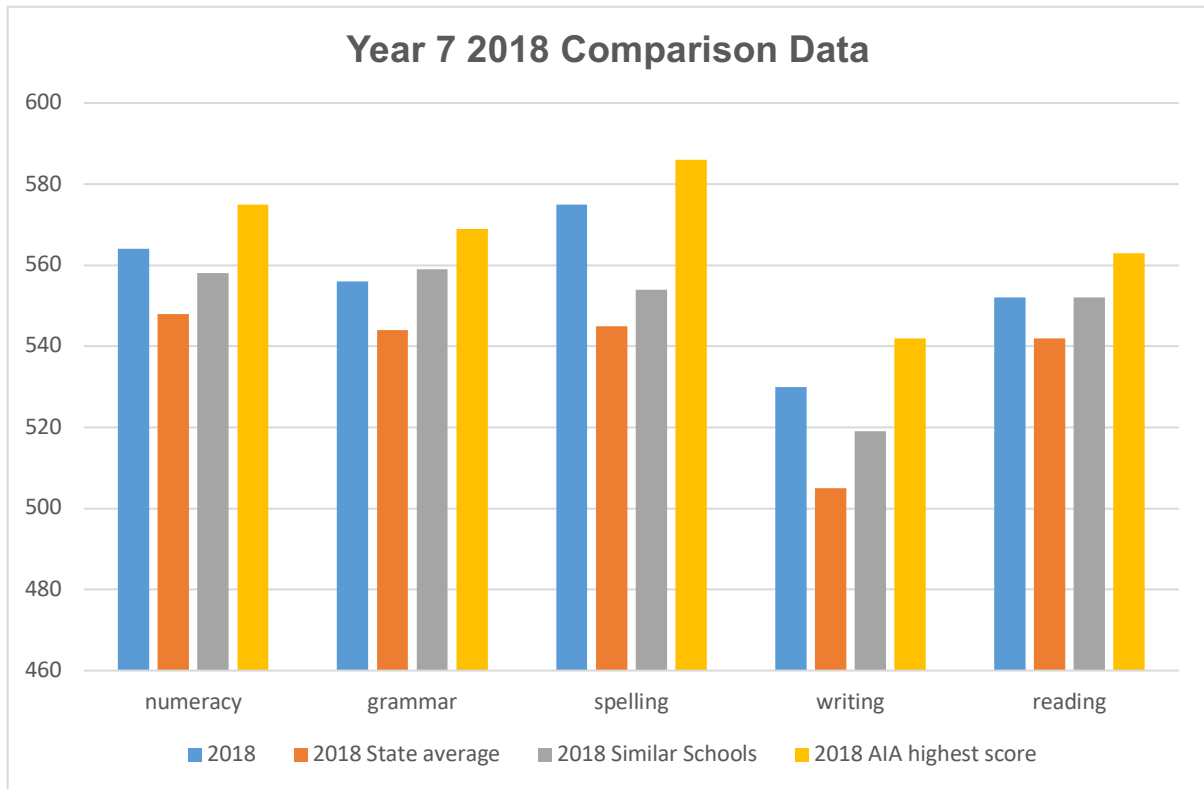


YEAR 3 - 2018				
NAPLAN Assessment Area	2018 AIA	2018 STATE	2018 SIMILAR SCHOOLS	HIGHEST SCORE ACHIEVED BY AN AIA STUDENT
Numeracy	406	408	417	406
Grammar	462	432	442	462
Spelling	454	418	428	454
Writing	438	407	413	438
Reading	423	434	444	423



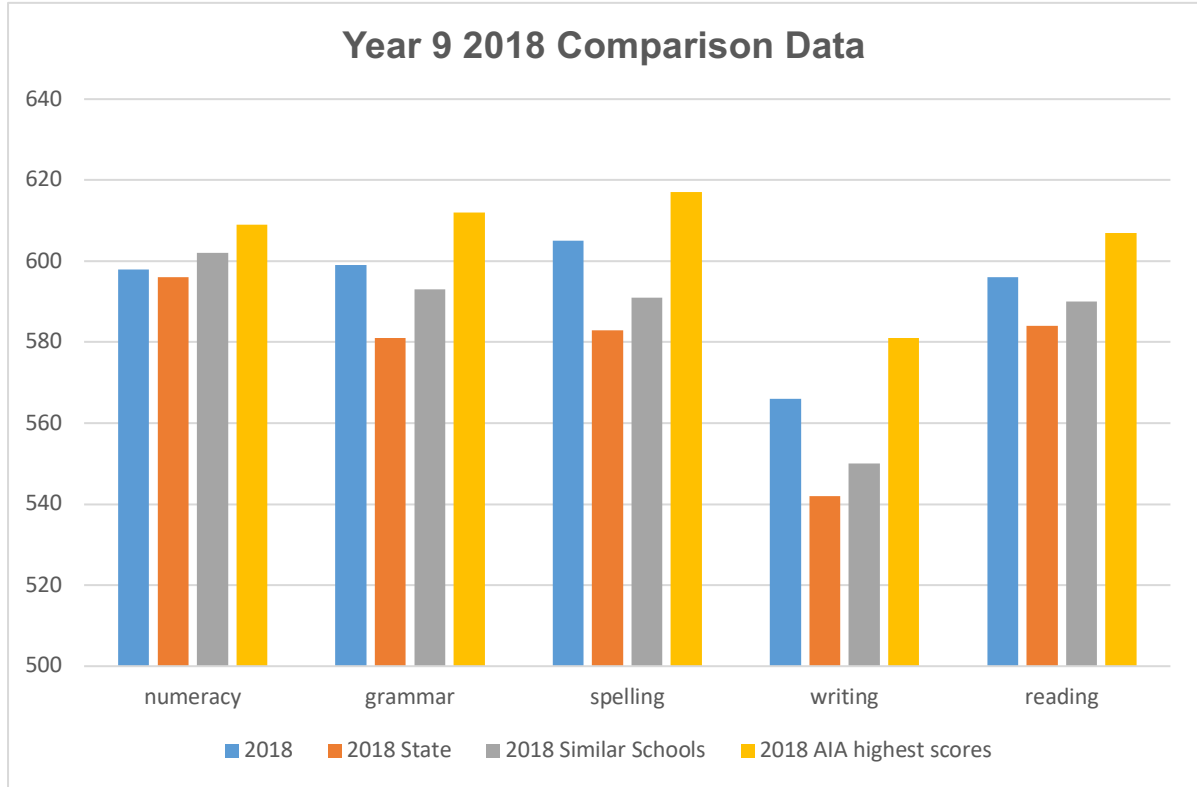
YEAR 5 - 2018

NAPLAN Assessment Area	2018 AIA	2018 STATE	2018 SIMILAR SCHOOLS	HIGHEST SCORE ACHIEVED BY AN AIA STUDENT
Numeracy	495	494	504	512
Grammar	532	504	516	545
Spelling	526	502	514	538
Writing	488	465	476	488
Reading	513	509	521	513



YEAR 7 - 2018

NAPLAN Assessment Area	2018 AIA	2018 STATE	2018 SIMILAR SCHOOLS	HIGHEST SCORE ACHIEVED BY AN AIA STUDENT
Numeracy	564	548	558	575
Grammar	556	544	559	569
Spelling	575	545	554	586
Writing	530	505	519	542
Reading	552	542	552	563



YEAR 9 - 2018				
NAPLAN Assessment Area	2018 AIA	2018 STATE	2018 SIMILAR SCHOOLS	HIGHEST SCORE ACHIEVED BY AN AIA STUDENT
Numeracy	598	596	602	609
Grammar	599	581	593	612
Spelling	605	583	591	617
Writing	566	542	550	581
Reading	596	584	590	607

Arts and Visual Art

2018 has been a year of consolidation in The Arts Department at AIA. It has been our aim to encourage and stimulate creative and imaginative thinking in our students. The IB states that one benefit of studying The Arts is to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. We trust that the programs and activities explored in The Arts this year has provided students with varied opportunities to imagine and give expression to their creative intuition.

THE ARTS ANNUAL ARTS MYP AND IB ART EXHIBITION



In the last week of May 2018, the Arts Department presented an exhibition of 2D and 3D artworks from Visual Arts, Performing Arts and Product Design (Textiles) classes. Year levels 6 to 11 were represented and artworks covered a range of media including printmaking, mosaics, ceramics, drawing, painting and photography. The grade 6 “teacher portraits” were certainly a highlight and had many visitors commenting on the high level of artistic and observational skills presented. In Term 3 our Year 12 IB Visual Arts students installed their own artworks in a very successful art exhibition being a culmination of two years sustained creative work. Students explored a range of approaches from highly conceptual to representational exploring 2D, 3D and digital film art forms. The Year 12 IB art works were subsequently displayed in November at the Year 12 graduation ceremony.



Chess



2018 has been a great year that many members of the Chess Club playing regularly through their lunchtimes. Some of these students have performed very well in interschool tournaments and AIA has been privileged to enter four interschool tournaments.

In 2018, again AIA hosted two Victorian Interschool Chess competitions. Many schools from the region competed in the day with up to 100 students enlisting to play. At the Victorian Zone Interschool Chess Championships, Moreland division, our junior team again won this tournament with some brilliant chess played by our students.

Debating and Oration

SWANNIE AWARD CEREMONY



The Swannie Awards are awarded by the Debaters Association of Victoria. They are named after Alan Swanwick, who was a long-time member of the DAV and a pioneer of debating in Victoria. This award is given to the speaker in each region and grade who has the highest average speaker score after completing at least three debates during the year. After a series of eloquent debating performances, Abdulaziz Khoder was awarded the 2018 Swannie Award.

DAV EVENING DEBATING COMPETITION

With over 250 schools, 1,500 teams, four grades, 20 regions, five rounds and a seven-night finals series, the DAV Schools Competition is the largest English-language debating competition in the world. The Australian International Academy has the privilege of participating in this competition on a yearly basis. The year 2018 was a very successful year for our debaters. The senior debating team, reached the regional finals, and although they did not win their final debate, they gave excellent performances.





GALWAY DEBATING COMPETITION

The Galway Debating competition is a yearly event, hosted by Sacred Heart College in Kyneton. It is an all-day event, and a valuable opportunity for younger students of the school to develop their oratory and debating skills. In 2018, six teams participated in the Galway competition across three rounds. Students successfully won many of their debates and more importantly, were able to work collegially with one another and further develop their written and spoken literacy.



Our Year 10 team



Our Year 8 team

Interfaith and Harmony Program

Traditionally, Year 10 students are the core cohort of the interfaith program although sometimes Year 11 or Year 12 students are also chosen to participate in specific events.

AIA Year 10 students have always enjoyed and benefited from the interfaith experience both as a platform in understanding key Islamic values of hospitality, kindness, multiculturalism as well as appreciation of the concept of good Australian citizenship. Interfaith is integral to the education of AIA students as good Muslims and good Australians. The Interfaith and Harmony Program is guided by the Quranic injunction in Surah Al-Hujarat, verse 13 “O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another.” It is also in line with the AIA Mission Statement “To develop graduates who are well aware and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values”.



Exhibition of the Middle Years Programme

At the Australian International Academy, different tools of learning and teaching are used to improve students' outcomes and encourage them to be more inquirers, thinkers and risk takers and thoughtfully considering the world and their own ideas and experience. Our students are working to understand their strengths and weaknesses and to act to make positive difference in the lives of others and in the world around them.

The Personal Project Exhibition was held on 27 June 2018 where the Year 10 students were given an opportunity to exhibit their Personal Project journey. Students were keen to share their accomplishments with those who joined them and with their fellow Year 9 students who are going to start their own journey with personal project.

Our annual MYP exhibition on 4 September 2018 showcased the diversity and the creativity of our students in the different areas of study from Year 6 to Year 10. Students and teachers organised an 'MYP Gallery Walk', which includes a Science and IT Fair, Personal Project Exhibition, Individual and Societies work, Interdisciplinary Units, Art, Food Design and many more.

Students learnt to appreciate their work and be proud of themselves after hearing positive feedback from other members of the school community. They also displayed concrete understanding of the Approaches to Teaching and Learning (ATL) skills.



Religious and Spiritual Exploration

In 2018 Islamic studies offered an array of extracurricular activities and events coupled with some new changes to the curriculum in the classroom. From the religious pilgrimage known as Umrah to whole school events such as the break of fast night and fundraisers to guest speakers and workshops on various topics relevant to today's youth.

In the classroom, the Quran program was introduced with a new online approach to memorisation and understanding of Quranic surahs. Each year level was designated a target surah/s to complete which supported their religious studies curriculum being taught.

One of the highlights was the Annual Iftar. Prepared and setup by our "*Iman Club*" students and senior Islamic captaincy team. Over 200 students plus parents and teachers attended a dinner organised during Ramadan. Apart from the variety of food and desserts, the atmosphere was a spiritual one, filled with lovely decorations, inspirational guest speakers and congregational Taraweeh prayers.

In addition to various guest speakers during the year, we were honoured to have none other than the famous and inspirational Mufti Ismail Menk himself to visit our Melbourne Senior Campus in Term1 to deliver a captivating speech to our students.

The '*movie night fundraiser event*' in October, run by dedicated Year 11 girls, raised were donated to Islamic Relief to support children affected by trauma and violence.



Student Leadership

In 2018 students were offered multiple Student Leadership Program opportunities.

AIA's first Toastmasters Youth Leadership program was undertaken, which is a structured internationally renowned public speaking course.

Year 7 students conducted leadership forums. These were half day workshops with a guest speaker and four hands-on activity groups. The activities included vision boards which is a visual representation of goals, making wooden pot plant holders with tools (run by Bunnings staff), a self-esteem activity and a public speaking activity which was run by a professional speaker.

The first '*Plastic Pollution Solutions (PPS)*' workshop was provided for Years 7 to 9 students and their parents. PPS is a highly engaging and interactive awareness program about the growing problem of plastic debris in our oceans. Mr Hill, the founder of PPS offered some practical solutions to the pollution crisis. AIA's school environment captain Elaa Mustapha took on a leading role as an environment ambassador during the event. Mr Hill's enlightening presentation concluded with a very engaging quiz.

As a result of this event, AIA environment ambassadors were formed with a group of keen students who have a passion for protecting the environment.

AIA was involved with '*When Balloons Fly, Seabirds Die.*'. This activity aimed to encourage people to reduce litter which has a harmful effect on marine life who ingest the rubbish, especially balloons and their attachments. A field trip once a term was organised.

'*Boomerang Bags*' was organised at AIA, which involves sewing cloth bags for shopping, to avoid using single-use plastic bags.

Students participated in Clean up Australia day whereby students have cleaned up Hosken Reserve.

AIA's first sustainable clothing program was introduced via Southern Cross Recycling (SCR). This program involves placing a clothing hub at school to divert clothes from landfill. This initiative gives AIA a fundraising opportunity as SCR will purchase every kilo of clothing donated.

Health, Physical Education and Sports



2018 has seen the legacy of Islamic school sport dominance from the AIA Melbourne Senior Campus continue and expand. Outstanding results across various groups, genders, and school sporting associations were shown.

In 2018 exciting new programs were introduced such as; Archery Attack, Girls Cycling, Essendon Football Club Next Generation Academy, Academy Football Camp, Academy Girls Sports Tour Sydney.

These new programs are in addition to existing programs; Gym Fitness, Track Cycling, Sporting Schools, Taekwondo, Gymnastics, Invasion Sports, Table Tennis and Tennis.

The Academy's Umpiring continued its great success with a new batch of umpires undergoing weekly after school training by Coach Mark Volich and then being recruited to the EDFL and paid to umpire local matches.

One of the outstanding achievements this year in the Health and Physical Education Department was receiving the Melbourne Sports Institute Sporting *School of the Year Award*. This award reflected the Academy's achievement in actively involving students in the Sporting Schools Program.



The Sporting Schools Program continued to enable the Grade 3,4 and 5 students to engage in structured physical activity as well as providing opportunities for ongoing participation in organised sport. The program provides community links with AIA and local sporting clubs near the school.

Students participated in a variety of sports with specialised coaches instructing them. The campus received a “*Sporting Schools Award*” from the Melbourne Sports Institute as a result of our commitment and positive attitude towards the program.

Carlton Football Club - Sound Mind, Sound Body, Sound Community Program (SMSBSCP)

The SMSBSCP is a health and wellbeing program that aims to build student resilience, mindfulness and prevent social exclusion. AIA coordinated and collaborated with Claire Castle, the Diversity Coordinator from the Carlton FC. We facilitated with La Trobe University/ Carlton FC staff and Grade 5 teachers to administer the program.

Bachar Houli Cup (Grade 5 Boys & Girls)

The organisation for the Bachar Houli Cup was a success in 2018. 15 boys and girls were chosen to play from the Cross-Campus Trial. It was a very successful event, the boys finished second.

Swimming and Water Safety Program

Grade 1 to 5 students participated in a Swimming and Water Safety Program at various Elite Swimming Centres for one week in Term 4. The program seeks to increase swimming and water safety skills of our students in order to increase participation in safe aquatic activities.

Cub Scout

In 2018, AIA King Khalid Primary School Campus Coburg Cub welcomed and invested six new cub scouts. The new year also provided opportunities for cubs to move into leadership positions. The leaders were responsible for their respective six and espousing leadership within the group. This involved leading ceremonies, designing activities and helping to drive a fun and challenging pack.

The cub scouts have also been busy this year working towards their Silver and Gold Boomerang badges. To achieve their boomerang badges, each cub scout needs to demonstrate competency in seven compulsory areas; Health & First Aid, Safety, Ropes, Outdoor Scouting, Cub Scout Traditions, Symbols of Australia and Promise and Law. Further to this, the cub scouts also need to show competency in three additional elective areas which this year are; Handcraft, People and Cultures and Scientific Discovery.

With an 18-member strong pack, the cubs have been working to achieve weekly tasks, where they are gaining valuable life skills, knowledge and given an opportunity to apply it in a fun and engaging environment. This has included codes and signals, orienteering, interpreting maps and using a compass. The cubs were also encouraged to work towards and obtain achievement badges respective to their areas of interest. Many cubs took the initiative to complete level one and two badges including literature and flight.



Youth in Philanthropy

The Lord Mayor's Charitable Foundation's Youth in Philanthropy (YiP) program was established in 2002. The program aims to help secondary school students learn about philanthropy, social issues and community leadership. It has grown to include 23 schools. These include government, religious, and independent schools. The Academy has participated in this prestigious program since 2012. It targets students from Year 10.

The aim of the program is to inspire young people to use their enthusiasm, creativity and energy to begin a life-long commitment to giving through activities that have a positive impact on the communities they live and, will one day, work in.

Each school involved in the program must decide how to allocate \$10,000 amongst three charities.

The charities selected by the YiP student committee members were the Bridge, Career Trackers and Save the Children. These charities aligned with the impact area the team had picked; Education and Employment.

Together as a team they agreed to grant \$4,000 to the Bridge, \$3,000 to Career Trackers and \$3,000 to Save the Children. At the end of it all, it can be said that the AIA YiP student committee helped to allocate \$10,000 to three well deserving charities, but as Miriam Beard, an American historian said, *"The results of philanthropy are always beyond calculation."*





AIA

Student and Staff Statistics

Feedback Report

The main purpose of the Appraisal is to achieve improved performance. At the end of the process each candidate will receive a Feedback Report, which will indicate each criterion against the five proficiency levels that define quality performance, as well as a report highlighting areas of observed strength, and recommendations for further improvement.

The feedback Report scores are divided into two main areas:

- Essential Skills will be displayed as a percentage.
- Leadership Qualities & Skills will be displayed score (using a seven-point scale).

Appeals

Appeals by candidates against the Feedback Reports or Marks will be presented to the Academy Head by a set date.

Community Feedback

PARENT INFORMATION SESSIONS

Parent Feedback Information Sessions are held for all year levels at the beginning of each school year. Priorities for the year are set and new courses and policies are fully explained. Child Safety and Mandatory Reporting policies are also explained. Guest presenters are invited in order to provide more detailed explanations to parents about new initiatives or ways to get involved in their children's learning journey. All relevant staff are in attendance during those sessions so that parents have the opportunity to ask questions and comment on issues that they wish to raise. After each session, all teachers make themselves available to answer questions and take feedback from parents.

Parent/teacher interviews are held at the end of Term 1 and Term 3 after students' reports have been published on Compass. The whole day is a pupil-free day to encourage maximum participation by parents. Students' progress in all learning areas is discussed and recommendations are given to parents in order to maximise students' achievement and discuss any concerns that parents might have. Parents are also encouraged to raise any welfare issue with year level coordinators or senior staff on that day.

Towards the end of the year, a senior school information session is held to inform parents about the IB Diploma and VCE Programs so that parents can help work with their children in making informed choices in relation to course and subject selections that will affect their career choices. The school's on-line course and subject selection process transfers the selection process from the school to the home so that the whole family can be involved.

Open Days are regularly held at all campuses. Open Days provide an opportunity for parents to see a normally functioning school, to visit a wide variety of working classes, to see their children at work in their usual work environment and to develop understanding about school programs in practice. Parents can gather observations which they can raise for discussion with senior members of staff during informal sessions following the class visits.

As part of the Middle Years assessment requirements of the IB MYP Program, all students prepare a Portfolio of work showcasing their work and achievements for the year, and in their final MYP year, they engage in a Personal Project as part of their final year MYP assessment. All Portfolios and Personal Projects are put on display during Portfolio Exhibition Week along with displays of units of work and work displays from all subject areas. This is combined with an exhibition of art works produced by Year 12 IB and VCE students as part of their assessments. Parents are invited to examine the displays and students present their work and outline programs they have been engaged with in a parent presentation hosted by the students themselves.

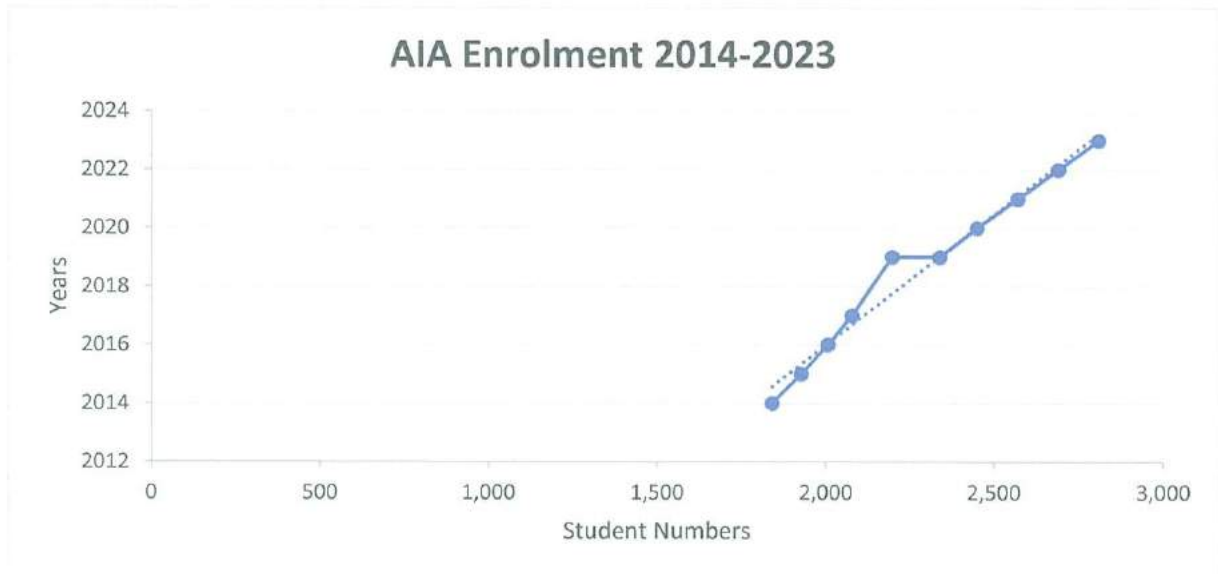
PARENT AND STUDENT SURVEYS

This year we conducted a parent survey to gauge parent and student satisfaction. 91% of parents responded that they found the conferences useful, 89% agreed that the improvement strategies discussed are beneficial and 83% found a greater improvement in home/school communication with the implementation of the Compass Communication Portal. We identified areas of improvement in relation to student learning, engagement and wellbeing. Most parents are satisfied with the curriculum and strategies employed for student improvement.

Students are also given opportunity to participate in surveys about their teaching and learning. Most responses are positive about their learning experiences and the positive interactions they have with staff.

Student Enrolment

AIA enrolment is showing the growth of students' intake. AIA is looking forward to accommodating the community's need for education nationally and internationally.



AIA ENROLMENT

2014-2023

<u>Primary</u>	<u>Secondary</u>	<u>Total Students Numbers</u>	<u>Years</u>
1,125	718	1,843	2014
1,179	750	1,929	2015
1,258	751	2,009	2016
1,255	828	2,080	2017
1,441	790	2,200	2018
1,460	850	2,341	2019
1,510	860	2,453	2020
1,570	920	2,573	2021
1,630	980	2,693	2022
1,690	1,040	2,813	2023

MELBOURNE SENIOR CAMPUS & KING KHALID COBURG CAMPUS

	Female	Male	Total
2016	486	580	1,066
2017	456	582	1,038
2018	488	587	1,075

CAROLINE SPRINGS CAMPUS

	Female	Male	Total
2015	85	85	170
2016	103	98	210
2017	145	136	281

Student Attendance

MELBOURNE SENIOR CAMPUS

Possible School Days	Attendance Days	Attendance Rates	Counts of students with Attendance Rates <90%	Counts of students with Attendance Rates ≥90%	Number of Students	Possible School Days for Students with ≥ 90% attendance
35,358	33,410	94.49%	63	330	393	30,175

KING KHALID COBURG CAMPUS

42,648	39,488	92.59%	115	359	474	32,823
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CAROLINE SPRINGS CAMPUS

21,932	20,662	94.21%	38	207	245	18,686
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Staff Statistics

At the end of 2018 AIA employed 105 full time equivalent (FTE) teachers and 60 (FTE) General Personnel so a total of 165 members across three Melbourne campuses. The average number of personal sick leave days (sick, cares, Other Purpose Leave) taken per member in 2018 was 11.21 days.

The 2017 average per staff member was 10.29 days, 2016 was 11.45 days and 2015 was 11.91 days. Staff turnover rate for 2017 was 14.41%.



**MELBOURNE SENIOR CAMPUS
/HEAD OFFICE**

56 Bakers Road North Coburg, 3058 VICTORIA
P +61 03 9350 4533 F +61 03 9354 4731

KING KHALD COBURG CAMPUS

653 Sydney Road, Coburg, 3058 VICTORIA
P +61 03 9354 0833 F +61 03 9355 8768

CAROLINE SPRINGS CAMPUS

183 - 191 Caroline Springs Boulevard
Caroline Springs, 3023 VICTORIA
P +61 03 8372 5446 F +61 03 8372 5556