



8 MODELS FOR HOW TO OPERATE THE AWARD

With young people experiencing geographical isolation, are disengaged, culturally & linguistically diverse or considered 'at-risk'.



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Dear Reader,

These models were created through interviews conducted with 21 Licensed Operators (23 Coordinators) from May until August of 2004: They were located in rural areas as well as metropolitan.

We recognised within the office that there was a need for this type of resource and 87% of coordinators that were interviewed agreed. We hope that this will go a long way to setting up a successful program in your school/group/organisation. It's important to note that in each model there are challenges identified, it will never be a completely smooth process but we believe with a little persistence, they can be overcome. After all, The Award is about personal challenge.

The premise for the research was not only to have some models & case studies of how people operate The Award, but also to increase the connectivity between Licensed Operators. You'll find the contact details of the coordinators on each of the models and we would encourage you to call them directly if you have any questions.

We would like to thank each and every person who was interviewed and contributed to this research and we would urge anybody reading this who was looking for some extra contacts, to consider contacting these Coordinators also (Contact details are listed on the back page). To ensure the ongoing success and relevance of this document we would also urge you to forward the evaluation form back to the State Award Office (details front pg).

In addition to this booklet there is a separate resource for Operating Groups that have participants with a disability. If you would like to access this please contact the State Award Office. We hope you find this to be a valuable resource and look forward to working with you in the future.

Regards,

**Amy Caughey
Project Officer**

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What is The Award?

The Duke of Edinburgh's Award is an Award for young people aged between 14 and 25. There are three levels: Bronze, Silver and Gold and each demands a higher level of commitment from participants. You can start from Bronze at 14 and proceed through each level or be a direct entrant to Silver at 15 and Gold at 16. There are four sections for Bronze and Silver and five for Gold. They are as follows;

Service: Aim is to encourage service to others. Examples include first aid, voluntary work, fundraising.

Skills: Aim is to encourage the discovery and development of personal interests and social practical skills. This section is a passive hobby such as sewing, playing an instrument or reading.

Physical Recreation: Aim is to encourage participation in physical recreation and improve performance. Examples include basketball, tennis, volleyball, and football.

Adventurous Journey: Aim is to encourage a spirit of adventure and discovery. Examples include expeditions in hiking, canoeing, bike riding and explorations researching marine life and track conditions.

The fifth section required to complete the Gold level is the

Residential Project: Aim is to broaden experiences through involvement with others in residential setting. Examples include The Great Victorian Bike Ride, The Duke of Edinburgh's Award (Vic) bi-annual Youth Forum.

More details can be obtained via the State Award Office, details are provided on the front page. Please don't hesitate to contact the office if you would like to know more or simply require clarification about the requirements for each section.

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CONTENTS

Pg.3	Introduction
Pg.4	Contents
Pg.5	CASE STUDY Debney Park Secondary College
Pg.6	Culturally & Linguistically Diverse Model A
Pg.7	Culturally & Linguistically Diverse Model B
Pg.8	CASE STUDY Ballarat Advance Cluster
Pg.9	Considered 'at-risk' Model A
Pg.10	Considered 'at-risk' Model B
Pg.11	CASE STUDY Bundoora Secondary College
Pg.12	Disengaged Model A
Pg.13	Disengaged Model B
Pg.14	CASE STUDY Goroke P-12 College
Pg.15	Geographically Isolated Model A
Pg.16	Geographically Isolated Model B
Pg.17	Some options for Funding & Grants
Pg.18	Acknowledgements & Contacts
Pg.19	Evaluation

CASE STUDY Debney Park Secondary College

Culturally & Linguistically Diverse

Located in Melbourne's west metropolitan area (Flemington), Debney Park has many students that come from culturally and linguistically diverse homes. The school has been operating what is now known as Advance; previously they were operating the VYDP (Victorian Youth Development Program) for 7 years. They were chosen to pilot the program and although changing the Coordinator three times they have continued strongly from that point. They've been working with the Red Cross as their service provider, in conjunction with The Duke of Edinburgh's Award.

Class time has been given for the Red Cross element of the program however The Award has been run in the student's own time. It's open to all year ten students as an elective and to give you some idea of its popularity, out of the 22 that are doing the program a total of 39 students applied and are still enquiring to see if any of those 22 have dropped out, so that they can join the program.

"The kids more or less run it themselves"

The Coordinator, Adriana has found that "Once you get it all set up (The Award) it can run smoothly" as "The kids more or less run it themselves". Adriana's opinion on The Duke of Ed. no longer being a core component (within Advance) is that "We have to keep The Duke of Ed, it suits our students to a tee". Over the time that Adriana has been coordinating the program she has drawn upon the website and office staff (Development Officers in particular) to assist her in the operating of the program. She notes, "It has been extremely successful with the types of students that we have". Some creative thinking may need to be undertaken shortly with the office to solve some cultural limitations "We have to make sure that the kids are suited to it, with the activities they choose to do".

"We are giving students an opportunity to do things that they have never done"

An integral part to having a successful program is a whole school approach. At Debney Park they have maintained a high profile of The Program, students seeing it as prestigious and something to be proud of. Adriana attributes this to the fact that "We are giving students an opportunity to do things that they have never done" and "How successful it is – is through the kids' attendance. I don't have any kids absent, so it's very popular in that they enjoy what they're doing".

CASE STUDY Debney Park Secondary College

Culturally & Linguistically Diverse

CULTURALLY & LINGUISTICALLY DIVERSE MODEL A

Positive Aspects

- Students organize their own activities
- Attendance is high
- Timetable allotment
- Strong staff support
- Funding provided through Advance

Challenges

- Not all students can participate (limited to 22)
- Support for Bronze Award only

Resources Used

Website – www.dukeofed.org.au
Office Staff – Development Officer

More Questions?

Contact Adriana Pejic Debney Park SC
Ph: 9376 1622
pejic.adriana.a@edumail.vic.gov.au
URL: www.debney.vic.edu.au

Program

One Coordinator
One class (Bronze level)
Year 10 elective

Advance Service Providers

- The Red Cross
- The Duke of Edinburgh's Award

Class Time

4 periods per week allowed for Red Cross and expedition/exploration planning & preparation

The Award

Promotion & Celebration:

Teacher & Development officer presentation introduces The Award to year 9 students.

Past Advance students promote The Award throughout the school.

All Advance students are presented with their certificates at the end of the year.

Engagement:

Students choose their own activities and arrange their own program.

All participants enjoy The Program and attendance is always good.

CASE STUDY Templestowe College

Culturally & Linguistically Diverse

Positive Aspects

- Students use their own initiative through organising their own activities
- Students gain more ownership of the direction of The Program
- After completing The Program students have shown increased confidence and leadership capabilities.

Challenges

- Not all students can participate (limited to 21)
- Not much support for continuing on through to Silver & Gold
- Doesn't support 'academic' side of the school curriculum

Resources Used

Development Officer & Office staff

More Questions?

Contact Kevin Mansfield Templestowe College

Ph: 9850 6333

templestowe.co@edumail.vic.gov.au

URL: www.templestowec.vic.edu.au

Program

One Coordinator
One Class (Bronze level)
Year 9 & 10 elective

CULTURALLY & LINGUISTICALLY DIVERSE MODEL B

Advance Service Providers

- SES
- The Duke of Edinburgh's Award

Class Time

3 periods a week in yr 9 and 2 periods a week in yr 10 to undertake their service activities, work with the SES. Also preparation & planning for their expedition/exploration

The Award

Promotion & Celebration:

Teacher presentation to year 8 students introduces The Program.

Development Officer visits at the beginning of the year to hand out the books and give a presentation.

Engagement:

Students choose their activities and arrange their program. The coordinator acts as a facilitator.

CASE STUDY Ballarat Advance Cluster

Considered 'at-risk'

This unique group consists of (ideally) 2 students from 5 of the Secondary Colleges in the Ballarat area. Ballarat Secondary College (East Campus) provides administrative support whilst neither of the two staff that lead the group are teachers at the school. Jenny is employed through DET (Department of Education and Training) in a student welfare role and Peter works as a CRT (Casual Relief Teacher). It was initiated through the RYC (Regional Youth Committee) and their funding comes from a variety of government and philanthropic organisations. The participants were nominated by their schools as being at risk of disengaging and leaving school prematurely; they still had a choice as to whether or not they participated. Jenny & Peter interviewed three candidates from each school and their decision was based on the fact that they “tried to match up personalities as well as commitment levels”.

“We’ve had kids turn up on curriculum days, when the rest of their school is having a holiday”

The group meets once a week, the participants meet at the host school (Ballarat SC East) where they’re picked up in the bus and taken out to Creswick where their service provider, Parks Victoria is based. Of the students: “They cooperate really well because they’re enjoying it”. They undertake their service and expedition section with Parks Vic and the rest of The Award program is left for them to arrange and undertake. The parts of The Program left up to the participants are problematic: “It makes it much more difficult for them...living in the country and being in a low socio-economic group”. Jenny is currently looking at some other creative options for these sections to be completed as “They haven’t got anyone to drive them there. A lot of them don’t even live

where there’s public transport”. These factors are considered when looking at a personal challenge.

“Just seeing the world in a different way because they’re not here in a classroom”

“We’ve met the aims we started with, which was to give these kids an experience that they wouldn’t normally have, and keep them hanging in at school”. Jenny and Peter have found that the Participants really get a lot out of the program: “We’ve had kids turn up on curriculum days, when the rest of their school is having a holiday”. When it comes to a measure of success they note, “It’s hard because it’s more qualitative than number crunching. But you can see the change in the kids”. Also the staff have noticed, “The main difference between before and after has been their half a day a week out of school”. Jenny notes that for the Participants “Just seeing the world in a different way because they’re not here in a classroom” is an important aspect of the program. “You can see the eyes opening and the brain ticking over about how there are more options for them”.

CASE STUDY Ballarat Advance Cluster

Considered 'at-risk'

Positive Aspects

- Attendance is high even on curriculum days
- School & community support
- Met project aims in keeping students engaged at school
- Funding accessed through philanthropic organisations
- Funding provided through Advance

Challenges

- Communication across all the schools
- Locating additional funding for bus hire & wages
- Commitment of participants
- Access & affordability of physical recreation & skills activities

Resources Used

Website: www.dukeofed.org.au
Email: victoria@dukeofed.org.au
Development Officer

More Questions?

Contact Jenny Coish (DEET) or Peter Featherston
Jenny: 5332 8457 or Peter: 5331 2524
coish.jennifer.a@edumail.vic.gov.au
pfeatherston@giant.net.au

Program

Two Coordinators
One group (Bronze level)
Year 10 elective

CONSIDERED 'AT-RISK' MODEL A

Advance Service Providers

- Parks Victoria
- The Duke of Edinburgh's Award

Class Time

One morning per week allowed for Parks Victoria to undertake service and expedition/exploration planning & preparation

The Award

Promotion & Celebration:
Teachers at the various schools are informed about the program and nominate students.
No formal celebration takes place for Awardees.

Engagement:
Student's choose their own skills & physical recreation and arrange their own program.
Student attendance.
Continuing with school/further work & study options after The Programs completion.

CASE STUDY Nexus Youth Place (Horsham)

Considered 'at-risk'

This program ran in 2003

Program
Two Coordinators
One class
Year 10 Alternative class, intro to VCAL

Positive Aspects

- Providing an outlet e.g. not the classroom environment
- Involved the participants in the community
- Support for the program was strong from the school and the whole community
- Almost all the participants at the conclusion of 2003 were involved in some type of employment or training if they hadn't decided to return to school in 2004
- The relationships built between the workers and participants were invaluable and have continued past the conclusion of The Program.

Challenges

- Engaging the students
- Behavior Management

Resources Used

Local Council
School Focused Youth Service
Local Organisations

More Questions?

Contact Christine Harrison
Ph: 5382 1497
chris.harrison@hrcc.vic.gov.au

CONSIDERED 'AT-RISK' MODEL B

Class Time

Two days per week were spent at Nexus instead of school where the participants worked on leadership, social skills and The Duke of Edinburgh's Award.

The Award

Promotion & Celebration:

Teachers & Youth Workers worked together to find a Program that would suit the students who were disengaging from school.

The students were selected by the teachers & given a choice if they wanted to participate in The Program. No formal celebration took place for Awardees.

Engagement:

Students chose their activities in conjunction with the leaders who acted as facilitators.

Attendance was high.

All participants are now either back in school completing VCAL/VCE or pursuing further study and employment opportunities

CASE STUDY Bundoora Secondary College

Disengaged

Bundoora Secondary College operates The Duke of Edinburgh's Award in conjunction with their VCAL program. This involves both the year 11 and 12's and they run it at Intermediate and Senior levels. There is an overall VCAL Coordinator and another teacher who takes the students for The Duke of Ed. The Award remains voluntary within their program and they can choose their activities "They choose what their service project is going to be. Some of them work in groups and some work individually". The number of students that choose to do Dukes is very high with only 2 out of 40 students choosing not to use The Award for their personal development stream. Class time has been set-aside specifically for The Program, between two to three classes a week. During that time participants arrange their expeditions/explorations, service activity and also undertake Drivers Ed. A group of 5 students take advantage of the forested area behind the school: "They go over there with the LaTrobe Uni Park Rangers and we call that the Habitat Link Project". The types of activities they undertake range from "..building bird boxes...fencing and preserving the wildlife in the area".

"I think (The Award) helps foster a sense of independence"

Brooke Deane is the VCAL coordinator and mentions that when it comes to resources, herself and the teacher that takes the class have drawn upon the Dukes CD, office staff (Development Officer) and also attended Induction Training. Other schools in the area have consulted Brooke about the way the program runs because it is so successful. In identifying common hurdles: "It's quite hard in getting them to develop those independent skills that (are) required for them to achieve their Dukes Certificate", however "I think helps foster a sense of independence". A lot can be said for putting the onus back onto Participants to direct their own program and activities: "Kids can see that

"This is something that he probably never considered as a career.."

they're already successful in what they are doing.... I think that gives them motivation".

Brooke has recognized that "Pigeonholing students into a 'this is what we're all going to do for our service' really doesn't work with the type of students that are a part of the program". Commitment can be a bit of an issue, as found with most students who are disengaging at school: "They'll accumulate their hours no problem but it's commitment for that length of time". (For one student in particular it really opened up a lot for) Brooke mentioned that he chose to assist at the local primary school physical education class for his service and "This is something that he probably never considered as a career and he has absolutely loved it, so for him it has set him onto a new path and given him the insight into different areas that he might be interested in".

CASE STUDY Bundoora Secondary College

Disengaged

Positive Aspects

- Students organise their own activities
- Timetable allotment
- Strong staff support
- Offered at Bronze, Silver & Gold
- Offered to all students over 14 to participate

Challenges

- Students completing all the sections of The Award
- Keeping participants motivated
- Commitment over time

Resources Used

The Award CD-Rom
Coordinators attended Induction Training
Development Officer

More Questions?

Contact Brooke Deane Bundoora SC
Ph: 9467 1511
deane.brooke.j@edumail.vic.gov.au
URL: www.bundoorasc.vic.edu.au

Program

One Coordinator, One classroom teacher
One class (Silver level)
Year 11 & 12 VCAL
Open to all students over the age of 14 & all
Award levels

DISENGAGED MODEL A

Class Time

2 to 3 periods a week to allow for service activities, expedition/exploration planning & preparation and skills preparation.

The Award

Promotion & Celebration:
The Program is offered to all VCAL students as a part of their Personal Development stream.
No formal celebration has taken place for Awardees as there haven't been any Awards achieved as yet, formal recognition at a school assembly will most likely take place.

Engagement:
Students choose their own activities and negotiate their own program, whilst the school assists with the facilitation of whatever their chosen activity is.
Interest level is very high with a vast majority of students choosing to do Duke of Ed.

CASE STUDY Bairnsdale Secondary College

Disengaged

Program

One Coordinator
One class (Bronze level)
Year 9 & 10 elective
Linked with Lakes Entrance SC Program
Open to all students over the age of 14 & all
Award levels

Positive Aspects

- Student's organise their own activities
- New candidates interviewed by past participants to assess their suitability
- Attendance is high
- Timetable allotment
- Joint program with Lakes Entrance SC
- Funding provided through Advance
- Coordinator supports through to Gold

Challenges

- Cost of the program post Bronze level

DISENGAGED MODEL B

Advance Service Providers

- Victoria Police
- The Duke of Edinburgh's Award

Class Time

4 periods a week to allow for organising service activities, expedition/exploration planning & preparation.

The Award

Promotion & Celebration:

Offered as an elective in years 9 and 10. Past participants interview new applicants to decide whether they are appropriate. Awardees are presented at a Ceremony at the end of the year.

Engagement:

Students choose their own activities and arrange their own program, whilst the school assists with the facilitation of their chosen activity. School assistance drops a little post-Bronze level. Many participants do continue on to silver and then gold.

Resources Used

Victoria Police & Red Cross
Local In-services
Development Officer

More Questions?

Contact Chris Taylor Bairnsdale SC
Ph: 5150 4802
christ@net-tech.com.au
URL: www.bairnsdalesc.vic.edu.au

CASE STUDY Goroke P-12 College

Geographically Isolated

The community of Goroke is located approximately one hour from Horsham; it is a very small community with 130 students in the whole school. Goroke runs The Duke of Edinburgh's Award through Advance and a lot of the activities are school based due to its remote location and lack of resources. There is one classroom teacher (Regina Glass) who takes the students and another support Coordinator through the school Principal (Joy Forbes). "We've got the consistent factor (Joy) but we've got one that might change every year". Although this isn't always possible for other schools it is an ideal situation, as Joy is a very useful resource for Regina. Aside from her knowledge of The Program it's also her position in the school that plays an important part in the success of the program "I think it's to The Program's advantage here if the Principal knows what is going on and has been involved and is familiar with Duke of Ed". It's run as an elective subject with two periods a week set aside to undertake their Award activities.

"It's the first thing they'll put on their resume – Duke of Ed."

The resources that have been drawn upon include; other staff, local policeman, local community members and parents. All these people play a large role in assessing the Participants for their various activities. "I think it's really flexible. It really provides a lot of options, kids can choose anything from stamp collecting to kite flying". Joy believes that the way The Program is presented to the students really affects the success of The Program "I think we have tried to emphasize that it's (Dukes) an impressive thing for an employer to see". They have done this through presenting the certificates gained in a presentation folder at the completion of The Program. In addition to the Bronze Duke of Edinburgh's Award the students at Goroke also complete a Level 2 First Aid

".. kids can choose anything from stamp collecting to kite flying"

certificate through Red Cross, their Bronze Medallion/Cross/Star and an Advance participation certificate. "It's the first thing they'll put on their resume – Duke of Ed."

The Program has been appealing to the staff at Goroke because the onus is really on the participants "Quite often school camps cater for kids" but through Duke of Ed "They cater for the food, they cater for where they're going, and they cater for the accommodation". Their isolation obviously presents some hurdles for them "A lot of the students are from farms so they're not even in town where they can go to their neighbors who might know how to knit; things like that tie their hands a bit more". This is where some creative thinking has been undertaken with the State Award Office so that the participants are not excluded from The Program and are still meeting their personal challenges!

CASE STUDY Goroke P-12 College

Geographically Isolated

GEOGRAPHICALLY ISOLATED MODEL A

Program

One Coordinator, one classroom teacher
One class (Bronze level)
Year 9 elective

Positive Aspects

- Student's organise some of their own activities
- Timetable allotment
- Strong staff support
- Funding provided through Advance
- Community involvement
- Police support

Challenges

- Not all student's can participate (limited to 21)
- Support for Bronze level only
- Limited flexibility for activity choices in phys rec & service
- Isolation – transport to activities

Resources Used

Local Community e.g. Police, Staff, Parents
Development Officer

More Questions?

Contact Joy Forbes or Regina Glass Goroke P-12
Ph) 5386 1024
goroke.p12@edumail.vic.gov.au
URL: www.gorokep12.vic.edu.au

Advance Service Providers

- Victoria Police
- The Duke of Edinburgh's Award

Class Time

2 periods per week allowed for Award activities. To complete physical recreation, service and expedition/ exploration planning & preparation.

The Award

Promotion & Celebration:

The Program is offered as an elective in year 9.

Awardees are presented with all of their certificates at an end of year Ceremony.

Engagement:

Students choose their own skills and service project and arrange their own program; school staff assist in facilitating and supporting their program.

CASE STUDY Birchip P-12 School

Geographically Isolated

Positive Aspects

- Student's organise The Award program from administration to their own activities
- Strong staff support, teacher that coordinates The Award does so as a volunteer

Challenges

- Isolation – transport to activities

Resources Used

Website: www.dukeofed.org.au
Guide & Scout Association
websites: www.guidesaus.org.au &
www.scouts.com.au
Advance Documentation:
www.youth.vic.gov.au

More Questions?

Contact Helen Digby Birchip P-12 School
Ph: 5492 2287
digby.helen.h@edumail.vic.gov.au

Program

One coordinator
Group meets twice a term during lunchtime
Open to all students over 14, all levels

GEOGRAPHICALLY ISOLATED MODEL B

Class Time

None, the coordinating teacher acts as a volunteer in facilitating the program. The participants meet twice each term to discuss what it is they are doing and to collaborate with one another.

The Award

Promotion & Celebration:

Is through word of mouth in the school and local community.

No formal celebration takes place for Awardees.

Engagement:

Students choose their activities and coordinate their whole program. They are very resourceful and fill in all the paperwork with the assistance of the Coordinator. Also make the appropriate presentations to school council for approval of their expeditions & explorations.

Some options for Funding & Grants

Please understand that whilst we encourage you to make use of these external resources to assist you The Duke of Edinburgh's Award doesn't have an established partnership with any of these organizations (except for the Friends of the Award) and cannot guarantee your success in pursuing any one of them. Also remember that this is not a comprehensive list by any means, rather just something to get the ball rolling! Keeping that in mind – there's no harm in trying

NB: Information Current September 2004

Our Community

www.ourcommunity.com.au

51 Stanley St, West Melbourne Victoria 3003 Australia
(PO Box 354 North Melbourne 3051 Victoria)

Telephone (03) 9320 6800 **Fax** (03) 9326 6859 **Email** service@ourcommunity.com.au

Follow the links to 'find & manage money' – they have information on money given in grants recently. It might also be useful to subscribe to their newsletter which has plenty of useful information about grants to be given and what their focus is – to save you time in applying.

Office for Youth

<http://www.grants.dvc.vic.gov.au/> & <http://www.youth.vic.gov.au>

The first website provides information about government grants provided you fall under the Department of Planning and Community Development. You might also want to investigate (if you're a state school) taking up the Advance program as it is a way of providing funding for operating Dukes. You can find out about the Advance program through the second website.

School Focused Youth Service

<http://www.sfys.infoxchange.net.au/>

'The SFYS is an innovative service targeting young people between 10 and 18 years of age'.

The only problem you may encounter with this funding is that it is a 'one off'.

Other;

Think LOCAL – business, council, organizations, RSL, Rotary etc.

Many of these organizations have funds put aside to assist in the community and some specifically for youth development and want to know where their money is going! E.g. one local RSL has donated money to assist students to travel to Vietnam.

Another option is encouraging current participants to fundraise for the Award – they can perpetuate the program in your school or youth service.

Be resourceful – think outside the square and good luck!

Thank You to our Principal Partners and Supporters

Melbourne Newsboys Club Foundation
RE Ross Trust
Department of Education Employment & Training
Sport & Recreation Victoria
Warburg Dillon Read
Office for Youth
PriceWaterhouseCoopers
Friends of the Award
Pratt Foundation
Russell Kennedy Solicitors
SNOWGUM

Coordinator Contact Details

Culturally & Linguistically Diverse

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Marcus Nash, **Box Forest SC (KODE)** Ph: (03) 9300 1288

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Considered 'at-risk'

Doug Irwin, **Gippsland TAFE Warragul** Ph: (03) 5622 2932

douglasi@gippstafe.vic.edu.au

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Donna Bowen, **Murray-Mallee Pathfinders** Ph: 0409 791 331

Geographically Isolated

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petschel.colleen.c@edumail.vic.gov.au

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