



2013 ANNUAL REPORT TO THE SCHOOL COMMUNITY

East Preston Islamic College



REGISTERED SCHOOL NUMBER: 1972

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Chairman & Managing Director



Assalamu Alaikum Warahmatullahi Wabarakatuhu

In the Name of Allah, the most Gracious, the most Merciful, the Mercy-giving. Praise is to Allah whom we ask for help, protection and forgiveness. We seek the protection of Allah from the sins of ourselves and our deeds. No one can misguide whom He guides and whom He does not guide will never find a guide.

I am pleased to introduce to you the College's Annual Report for 2013. I write this introduction on behalf of the Board of East Preston Islamic College. As a school, we are proud of the dedication and commitment of our staff to deliver quality programs and ensuring that all students have received the building blocks of learning.

The East Preston Islamic College Board has sought to actively support staff, parents and the students by meeting regularly to manage and monitor policy, budgets and maintenance infrastructure, in the following initiatives: introduction of the fibre optic backbone of the network system, acquisition and installation of new interactive televisions in each classroom; promotion of the school; financial and staffing resources for the special needs department and consideration of uniform changes; will be a focus for 2014.

In conclusion, I would like to take this opportunity to thank my fellow Board and Council members. I acknowledge and thank the Principal of the College Mr Ekrem Ozyurek OAM, the Management, Coordinators, Teachers and Non-Teaching staff and parents for their time and effort spent on making East Preston Islamic College an even better place to learn and work. I pray to Allah (swt) to guide us to serve his cause.

Mr. Esad Alagic
Chairman and Managing Director.

School Overview

East Preston Islamic College (EPIC) is an independent non for profit school offering the Victorian & Australian Curriculum from Foundation to Year 12 and operates in an Islamic cultural and religious tradition, under the direction of the EPIC School Council. The School is open to boys and girls as it is coeducational. While the vast majority of students are of the Islamic faith, the school is open to students and staff of all faiths.

The School, is determined to establish an educational environment based on excellence and the development of sound character so that its graduates will exemplify the School motto - **‘Success Here and Hereafter’**

The mission of EPIC is to provide a positive, safe, caring, challenging and supportive Islamic learning environment where staff and students work co-operatively to achieve both academic and spiritual excellence and to develop a commitment to continuous learning and effective participation within the wider community.

The vision of the College is to ensure excellence, in both academic and Islamic development, with continuous progress to produce a new generation of Muslims who are committed, compassionate and hardworking citizens, and they are ready to contribute positively and productively to the society.

Our Goals:

- Develop student's ability to think clearly, use intellectual reasoning to solve problems and make rational decisions;
- Nurture the individual child's unique potential to allow full development of their creativity and sensitivity, and encourage personal integrity, love of learning and self-fulfillment alongside Faith and Spirituality;
- Diagnose the learner's needs and abilities, and design instructional strategies that develop skills and competencies in a step-by-step, sequential manner;
- Transmit to young people the basic knowledge, skills, academic concepts and values necessary to interpret, participate in and ` 'be a contributing citizen in a democracy;
- Create an intense awareness of the critical social and environment issues, and develop a consciousness of responsibility and reform to ensure the survival of society and to maintain a safe and violent free community;
- To encourage the highest level of community and parental involvement.



Principal's Report

Assalamu Alaikum Warahmatullahi Wabarakatuhu

In the Name of Allah, the most Gracious, the most Merciful, the Mercy-giving. Praise is to Allah whom we ask for help, protection and forgiveness. We seek the protection of Allah from the sins of ourselves and our deeds. No one can misguide whom He guides and whom He does not guide will never find a guide.

The College aims to ensure that the diverse needs, achievements and strengths of every individual within our learning community are recognised, nurtured and celebrated and actively foster a supportive environment that builds on the strengths within our unique Islamic community. The focus of the College is to develop independent, reflective, responsible, honest, trustworthy and inquiring young people who embody a genuine passion for life-long learning.

The curriculum at East Preston Islamic College has been developed to meet the National Curriculum requirements. The implementation of the Early Years Literacy and Numeracy program in Primary school is a solid foundation for the students. Students with limited English are provided with English as a Second Language classes at all levels. The school recognises individual differences within its community and celebrates diversity. It offers its students many opportunities including; excellent academic and Islamic programs, sporting opportunities, student leadership, an Accelerated and Enhanced Learning Program, Out of School Hours Learning Support Program, extensive extra-curricular activities and a wide range of VCE/VCAL/VET courses aligned to future pathways in their senior years.

The staff of the school realise the joint responsibility we share in helping your child to grow by providing an academic and an Islamic environment where children can develop to their natural and full potential. At East Preston Islamic College we encourage the active participation of parents/guardians in what is happening at the school and we welcome assistance from parents/guardians with school programs where needed. The College also offers support to students and their families through a dynamic Well-Being team.

The philosophy for the College students at East Preston Islamic College requires that the College provide a rich, useful and stimulating educational and Islamic experience, and one that provides for the development of their skills and aptitudes while preparing them to have "SUCCESS HERE" in whatever their choice might be according to their ability, and "SUCCESS HEREAFTER".

In this Annual Report, I have outlined to you what EPIC offers in general, rather than repeating the detailed report given under the heading "Teaching and Learning". I therefore, urge you to read the detailed information provided for you in this section which covers the overall programs carried out all throughout 2013.

Once again, I thank you all for the support you have given to the College and most importantly, taking interest in your child's education and wellbeing throughout 2013.

Mr. Ekrem Ozyurek OAM
Principal



Teaching & Learning Report

Ms. Shanthi Antony
Head of Teaching & Learning

Student Learning



Curriculum, Assessment and Reporting:

The year 2012 concluded with documenting yearly overviews for 2013. The new academic year began with a week's planning time provided for teachers. The Scope and Sequence Chart was developed in conjunction with the Australian Curriculum for English, Mathematics, History and Science and in line with AusVELS for LOTE (Arabic), Art, Health and Physical Education. The findings of the 2012 NAPLAN data analysis and the following four critical questions were also considered for main focus areas:

- 1. What do we want students to learn?**
- 2. How do we know they have learnt it?**
- 3. What do we do when they don't learn?**
- 4. How do we extend students who are proficient?**

Identified student weaknesses and strengths were taken into consideration for planning intervention and extension activities. Inquiry learning and differentiated instruction were used to have a student centred approach to teaching and to cater for different ability groups.

One of the annual goals was to improve assessment strategies used by teachers. Teachers were facilitated by Curriculum Consultant Dr Mauri Hamilton and ISV Senior Advisor for National Partnerships Program Ms Helen Schiele to develop rubrics. Teachers compared student samples with those on the ACARA website, did moderation and rated student progress across expected standards. Teacher rubrics were developed in line with Australian Curriculum Achievement Standards. Eight support sessions were provided to subject and year level cluster groups of teachers during the year by the consultants.

Progressive Achievement Tests (PAT) for English Reading and Comprehension and Mathematics were held for all students in Year 1 to 10. The results of these standardised tests were compared with teacher assessments and students were grouped under the categories of 'at risk', 'below expected standard', 'at standard', 'above expected standard' and 'well above expected standard'.

Teachers were encouraged to apply different formative assessment strategies, especially those recommended by Dylan William in his book, 'Embedded Formative Assessments'. Critical questioning was focused to enhance students' thinking skills as well as to gauge their understanding of concepts taught.

Interim Reports were given to parents at the end of the first and third term when Parent Teacher Interviews were also held. Semester Reports were given at the end of the second and fourth term to provide feedback on student progress.



VCE/VCAL/VET Programs:

Student profiles were created for the Year 10, 11 and 12 students to record anecdotes of their academic performance to monitor progress and provide regular feedback. The VCE report template was reviewed and modified. Workshops were held for the VCE teachers to develop assessment rubrics. Past question papers were analysed by teachers and revision materials provided to students. GAT preparation classes were held for VCE students after school during Week 8 of Term 2. Extra classes were held for VCE students enrolled in Unit 3 and 4 during the Term 2 holidays. Two exam preparation workshops were held during the second semester for the Year 11 and 12 students to enhance high-end memorisation skills and to provide them with examination tips.

Special Education:

Students whose performance was one or more years below expected standards and those very low PAT Stanine Scores were referred for cognitive and language assessments. Ten students were identified to have Intellectual Disability and ten more requiring speech therapy. Along with those already identified to have learning disabilities and speech impairments, there are nearly forty students at school with special needs as of September 2013.

Students with Special Needs were put on Individual Learning Plans. Two Integration Aides and two Learning Assistants have provided regular one on one support to these students. Students with Intellectual Disability were also supported by a Psychologist once a week. A Speech Pathologist had provided Speech Therapy intervention to students with Severe Language Disorder and other language impairments.

Cognitive profiles of students tested for special needs from 2011 to 2013 were analysed by the visiting Psychologist and recommendation for further research into identified concerns were given to the Coordinators and Management.

The Gifted and Talented Education Committee was formed with seven teacher representatives from different faculties. Policy for the program was documented. As a taster, 'Day of the Notables' was held for the Year 7 students. Plans for 2014 were made. High achieving and talented students will be offered more opportunities and experiences next year than those currently offered to enhance and extend their skills.



Support Programs:

Underachieving students in Primary School were supported by under allotted teachers and also directed to the Out of School Hours Learning Support program (OSHLSP). Students in OSHLSP were provided with Literacy and Numeracy tutoring every Tuesday after school for an hour. Six teachers, two Integration Aides, pre-service teachers from Victoria University and students from La Trobe University have tutored students in OSHLSP.

The High School Study Program was started in Term 2 to provide support to the students with Learning Disabilities and those of borderline skills and abilities. Two Learning Assistants, who were trained teachers, supported these students offering Foundation English and Mathematics sessions.

EAL support was offered to new arrivals and those requiring support with their English language development by two EAL teachers, one in Primary School and the other one in High School.

Students requiring individual attention have also been helped by volunteers at school.

Review meetings were held to rate effectiveness of all support programs at school (OSHLSP, High School Study Program, Primary School Support Program, Integration Support Program, Volunteer Program and EAL Program). Changes and modifications were discussed and agreed actions were followed up by Coordinators and teachers.



National Educational Weeks:

Literacy and Numeracy Week (29 July - 4 August 2013):

The following activities were conducted during the week:

- Literacy and Numeracy rotation activities in Primary classes
- Buddy Reading (Grade 6 students reading to students in Foundation classes)
- Writing competition for Upper Primary students with rewards for winners
- Foundation Open Day with interactive activities for parents and students
- 'Read for Australia' activities were conducted on 31st July at 2.00 pm – children read 'Herman and Rosie' by Gus Gordon and participated in follow up Literacy activities

Book Week (August 17 - August 23):

Book Character Parade for Primary students was organised on 22nd August and rewards were given for students.

Science Week (August 10 - August 18):

The Upper Primary and Lower Secondary students participated in Science activities like Bridge Building, Making Race Cars and Rockets. Winners were given rewards.

Celebration of Learning:

Whole School Awards Ceremony was held on 21st June to recognise student achievements for the first semester and on 13th November for the second semester. High achieving and talented students nominated by their teachers received awards and gifts. Graduation Ceremony was held for the Grade 6 students at the end of the year to congratulate them for their success in Primary School and wish them success in their High School studies. Year 12 Valedictory and Formal were held to celebrate school completion of the students and to bid them farewell.

The Longtan Australian Defence Force Award, Outstanding Student Award by the Institute of Chartered Accountants and EPIC Outstanding Student Achievement Awards were given to the Year 12 students on the Graduation Day. Two major highlights from the VCAL projects conducted during the year were: beautifying the front of the college with new trees and plants and an afternoon tea with parents and neighbours.

Student Engagement & Wellbeing

Discipline and Well-being:

Social and Emotional Learning which is the second component of Kids Matter was established. Two staff members of the Student Well-being team attended seminars on Mind Matters.

Procedures were established for monitoring student attendance and discipline. Lateness and discipline issues were followed up with agreed consequences. Mediation and counselling sessions were offered to students by the Student Well-being Coordinators and School Counsellor as required.

Sessions on Personal Hygiene for the Upper Primary Students and classes on Personal Development Skills to the High School students were conducted by the School Counsellor. VCE students were offered sessions on VCE Success, Personal Care and Study Skills by the Careers Advisor/School Counsellor.

Positive Health and Education Week was organised from 9th September to 13th September with various activities and workshops for students. Primary School students had incursion on Life Education to learn life skills.

In order to incorporate and integrate Values Education, the curriculum planning templates were modified to include a well-being focus for each week. A Well-being Scope and Sequence Chart was developed at the end of the year for 2014.

Data on 2013 incident reports were analysed and further actions were planned by the Well-being team.

Islamic and Interfaith Experiences to Students:

Religious Education (RE) lessons focusing on Islamic Studies and Quran Reading and Comprehension were conducted as timetabled. Small groups of students were supported with Quran reading by a Sheikh during RE classes and after school times.

Several activities and competitions were held for students during Ramadan and Eid from 9th July to 9th August. The Islamic Book Fair was held on 23rd July. The following activities were held for Eid Celebration on 14th August:

- Talent Quiz and Nasheed Competition for Primary Students with rewards for winners
- Rides and Jumping Castle hired for fun activities
- Soccer Match was held for High School Students

High school students participated in the Building Bridges Program and interacted with students from other religious sectors like Catholic and Jewish schools. Staff from Edmund Rice Schools visited EPIC on 5th September for an interfaith experience. They listened to speeches about Islam from students and RE teachers, shared lunch and also participated in the mid-day prayer.



Student Pathways and Transition

Pre-Prep Program:

The Pre-Prep Program was offered to the newly enrolled 2014 Foundation students as done in the past two years. Weekly sessions were held for nearly 30 children during the fourth term. Children were exposed and familiarised to school routines and rules. They were given opportunities to interact with the current Prep (Foundation) students as well as some other senior students. They also had their first Quran and Arabic lessons. The program was wrapped up with Morning Tea with the Principal and Parent Information Session.

Subject Selection and Career Pathways:

One on one interviews were held by the Careers Advisor for the Year 10, 11 and 12 students during different periods of the year to support them with their subject choices, career pathways and transition to TAFE and university courses. Year 9 to 11 students were taken to the Careers Expo on 16th August. In Term 3, the Year 10 students had their work experience and the Year 12 VCE/VCAL students registered for university and TAFE courses. The Year 11 students were given class sessions on Course Search on VTAC website. In Term 4,

seven Year 12 VCE students received conditional initial offer to La Trobe University courses through the Special Application La Trobe (SALT) process. Year 10 students who opted to do VET in 2014 were registered for courses of their choice at the end of the year. The Careers Advisor has met with the DEECD Careers Representative to discuss progress and met with the District VET Cluster Coordinator to discuss partnership opportunities with the association. Work experience for Year 10 and VCAL students was organised by the Careers Advisor in liaison with a consultant from Inner Melbourne VET Cluster (IMVC).

Year Level Transitions:

All year level students had transition days in Term 4 to get to know their teachers and subjects for 2014. Grade 6 students had two weeks of transition in Year 7 classes. Transition forms with information about students were completed by current teachers and passed on to prospective teachers. The Year 10 students had four weeks of transition with taster VCE classes and assessments.



Staff Professional Learning

The Primary teachers had a workshop on using Kinaesthetic Strategies for Literacy & Numeracy Teaching on 11th February. The session was conducted by Curriculum Consultant Dr Mauri Hamilton and ISV Senior Advisors for National Partnerships Program Ms Helen Schiele and Ms Julie Christopoulos. Teachers were encouraged to use the strategies in class and in the Out of School Hours Learning Support Program (OSHLSP). Feedback about the use of suggested strategies was collected and reviewed by the PD Presenters on 24th April.

ISV Senior Advisor Ms Helen Schiele conducted a PD session on Classroom Makeover to Primary Teachers on 15th July. A model classroom was set and shown to teachers prior to the session. They were also provided with a rubric on classroom setting and copies of classroom posters for reference and future use.

A professional learning session was held for all teachers on Comprehension Strategies by Janine Gordon, Presenter from Nelson Cengage on the 28th of June. A follow up session focusing on Running Records and PM Benchmarking was held on the same day by the Presenter for Primary Teachers.

PD on THRASS Literacy Program was held by Special Education Consultant Mitchell Hutchison on 7th and 8th October for Primary Teachers and High School English and EAL Teachers.

All teachers had professional learning on setting SMART goals in Individual Learning Plans of students with Special Needs by Psychologist Christopher Duffy and Speech Pathologist Victoria Cordingley.

Professional Development focusing on Evidence and Activities for VCAL teachers was conducted by the VCAL Manager from VCAA on 27th June.

Teachers were given the opportunity to attend two professional learning sessions based on their personal choice. Information on Professional Development seminars and workshops held by Independent Schools Victoria, Critical Agendas, Australian Council of Educational Research, Hawker Brownlow and other institutions were passed on to teachers regularly by the Head of Teaching and Learning. High School teachers were encouraged to join and attend seminars offered by their faculty teachers' associations like the History Teachers' Association of Victoria, Geography Teachers' Association of Victoria and Science Teachers Association of Victoria. Teachers have shared information and materials collected from professional learning sessions with others in their team.

Strengthening Professional Practice

Teachers trained for Evidence Based Classroom Observation (EBO) and Cognitive Coaching were meta-coached by the National Partnerships Senior Advisors. The shift from traditional ways of teaching to discursive student centred approaches was emphasised to teachers through EBO and Cognitive Coaching. In order to strengthen the Professional Learning Communities, the Senior Advisors also audited some meetings held by the Year Level Coordinators and provided feedback on norms and protocols. The VCE Coordinator was given support throughout the year by Senior Advisor Ms Julie Christopoulos to establish meeting structure and organise workshops for the VCE teachers.

The Year Level Curriculum Coordinators met with National Partnership Senior Advisors on 27th November to discuss about the new National Standards for Teachers. The EPIC Performance and Development Framework for 2014 was documented addressing stages and cycles of the processes leading to teacher appraisal.

Parental and Community Engagement

The Foundation to Year 10 Parent Information Session was held at the beginning of the year. Two VCE/VCAL/VET Information sessions were held during Term 1 and 3. Prep (Foundation) Information session was held on 5th December for parents of students beginning school in 2014.

The EPIC Parent Committee was involved in organising the Open Day and Eid Celebration Day.

Ladies Night was held on 10th May and 6th December with fun activities. Parent Committee Meetings were facilitated by staff in the Student Well-being team.

Partnership with Victoria University established in 2011 has been continued with pre-service teachers visiting the school for their teaching placements and completion of Applied Curriculum Projects through participation in the Out of School Hours Learning Support Program.

Volunteers directed from the Darebin Information, Volunteer and Resource Service (DIVRS) were provided with work experience. EPIC hosted the Northern Regional Homework Club Coordinators Meeting organised by 'Learning beyond Bell' on 20th November. Information on EPIC Volunteer Program was shared to the audience. Volunteers and current employees who had been volunteers at EPIC also shared their experiences.

National Partnerships

East Preston Islamic College was supported through the National Partnerships Program from 2010 to 2013. Over the four years, there was consultancy support from three Senior Advisors from Independent Schools Victoria and extra funding for teachers' professional learning. Coordinators and school leaders were given training and were directed to workshops to enhance their leadership skills. Establishment of the Out of School Learning Support Program was one of the National Partnerships initiatives. Partnerships with universities and links to external organisations providing services to schools were developed with support from the Senior Advisors. Teachers received cluster group support in implementation of the Australian Curriculum and Kids Matter. Several professional learning sessions were also held by the Senior Advisors in the areas of Literacy, Numeracy and Student Well-being based on negotiated and identified needs.

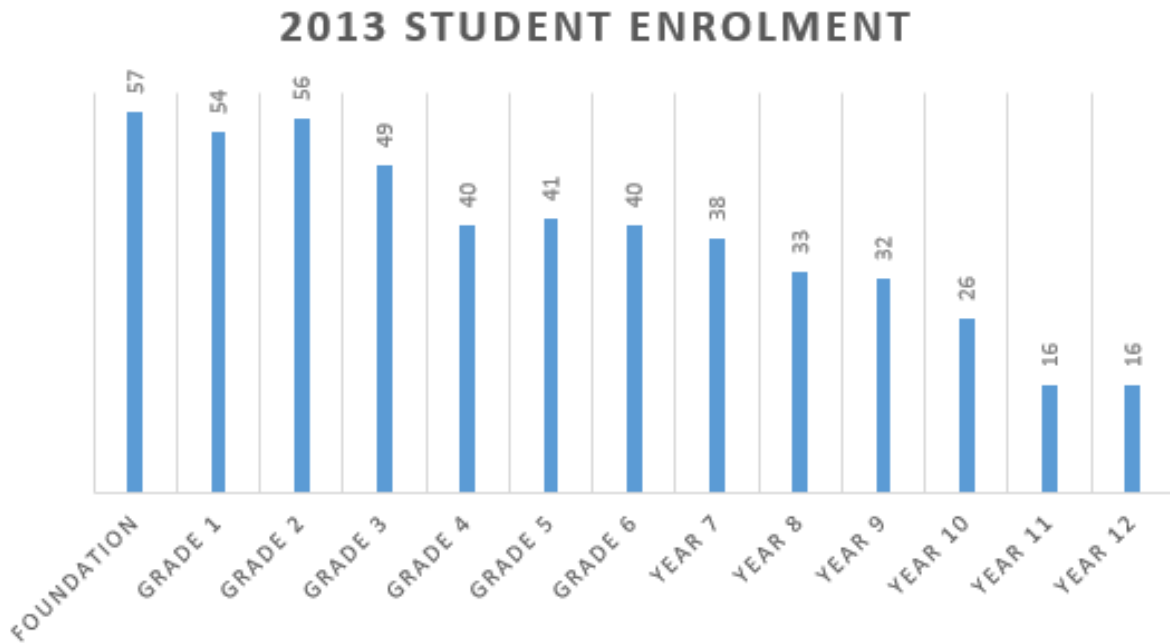
The Principal and Head of Teaching & Learning attended the National Partnership Symposium held at Independent Schools Victoria on 22nd November to share the accomplishments and success obtained through the National Partnerships Program to other school representatives.

Plans for 2014

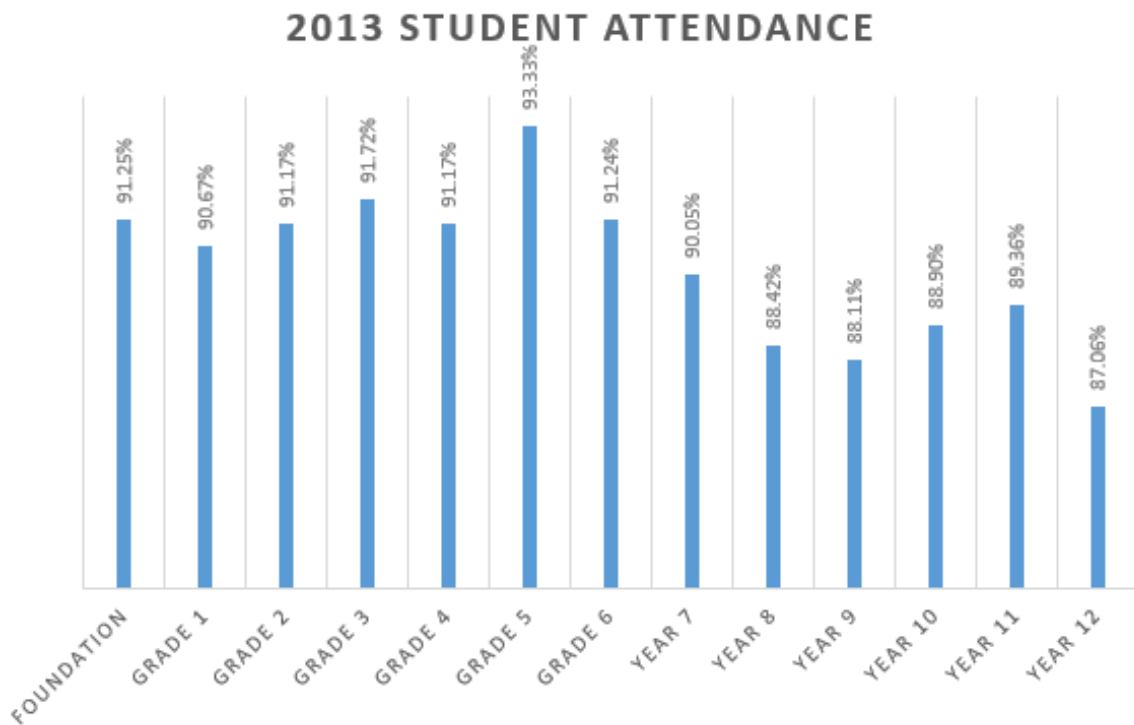
Reviewing progress with 2013 plans and analysing needs, the following goals were set for 2014:

- Continue to improve Literacy & Numeracy programs and results
- Further develop Gifted and Talented Education Program, offer Master Classes to high achievers and provide more opportunities for students to enhance their skills
- Implement Response to Intervention (RTI) Model for Intervention
- Improve Arabic and Islamic Studies teaching approaches
- Make Professional Learning Communities(PLC) more effective
- Incorporate Information and Communications Technologies (ICT) in all subject areas
- Implement AITSL Standards following the EPIC Teacher Performance and Development Framework
- Implement Australian Curriculum General Capabilities
- Offer elective studies to High School students for enhancement, enrichment and creativity purposes.

Student Enrolment



Student Attendance

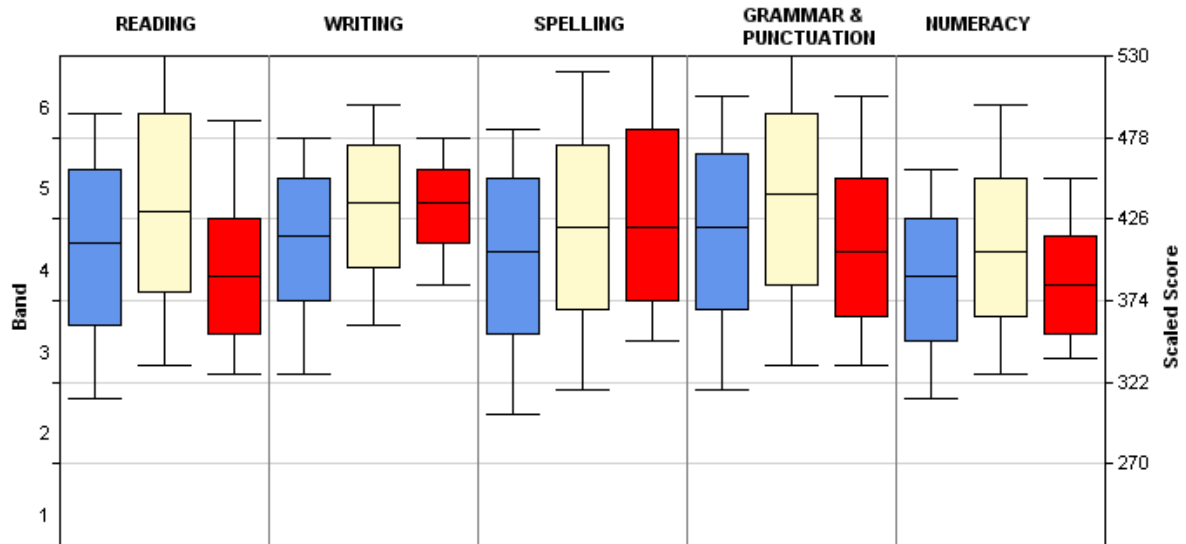


The College's overall average attendance in 2013 was 90.49%. EPIC uses an SMS system to notify parents/guardians of lateness and absences.

2013 NAPLAN

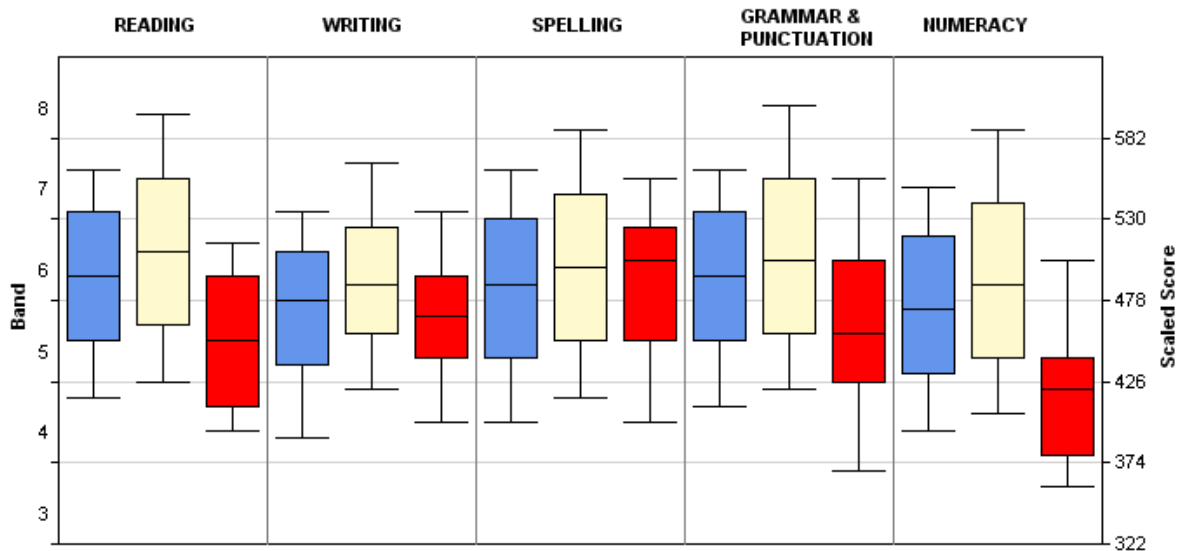
School Summary Report

Year 3 - Gender: All, LBOTE: All, ATSI: All



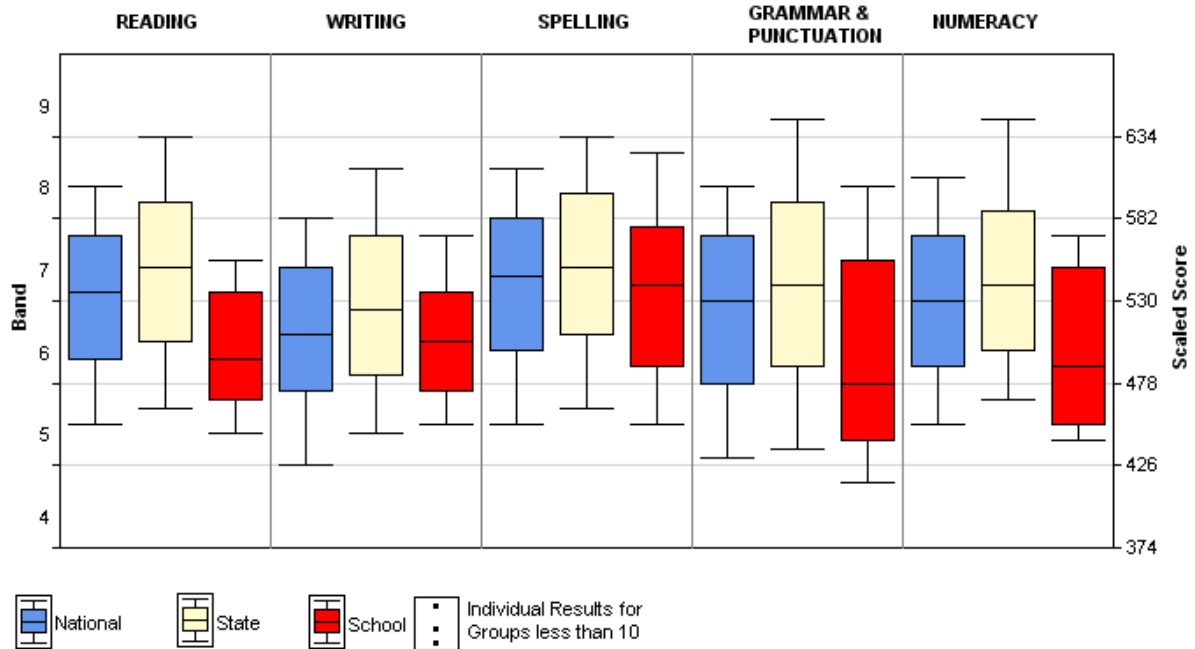
School Summary Report

Year 5 - Gender: All, LBOTE: All, ATSI: All



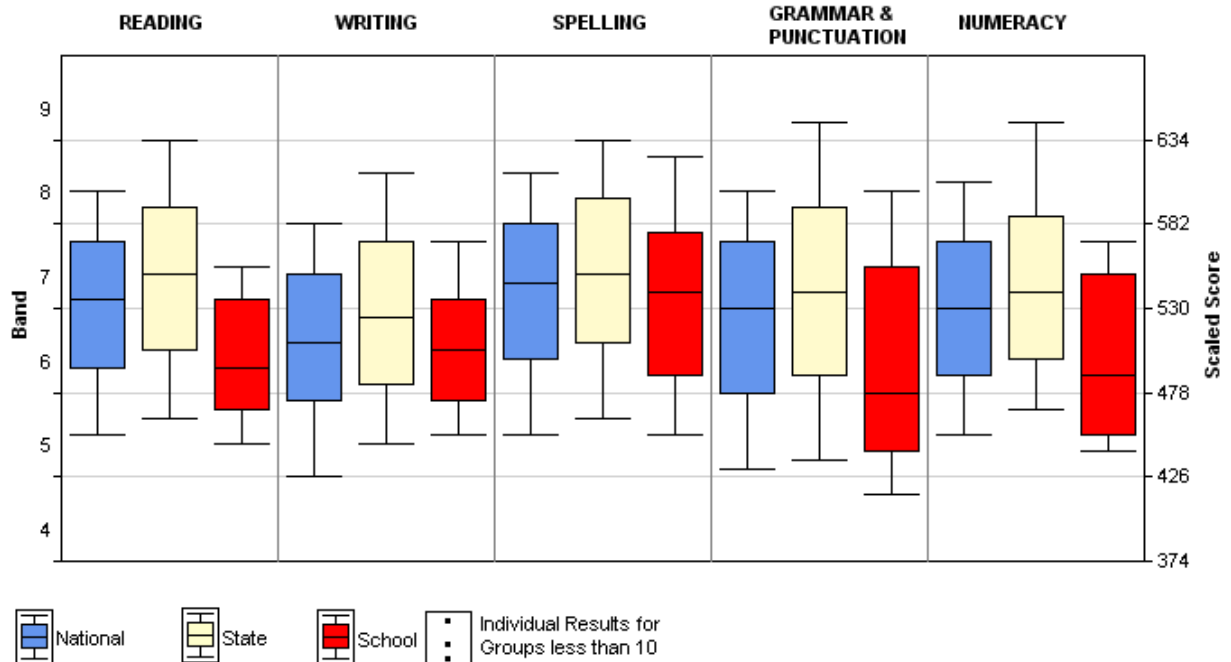
School Summary Report

Year 7 - Gender: All, LBOTE: All, ATSI: All



School Summary Report

Year 9 - Gender: All, LBOTE: All, ATSI: All



VCE (Victorian Certificate of Education)

In 2013, fourteen students (88%) were enrolled in Year 12 VCE. A further twelve Year 11 students (75%) also completed a Unit 3/4 subject in 2013. All Year 12 students successfully completed the VCE. There was a range of ENTER/ATAR scores with the highest being 69.00. The median study score was 22.

VCAL (Victorian Certificate of Applied Learning)

VCAL was introduced to EPIC in 2012 for the very first time. In 2013 there were two students from Year 12 (12%) and two from Year 11. Two students chose plumbing, one chose Age Care and with the fourth choosing retail. The students spend four days per week at EPIC completing VCE subjects Foundation English and Foundation Mathematics and VCAL subjects Personal Development Skills and Work Related Skills. They then spend one day per week at the Northern College of Arts and Technology (NCAT) or Bundoora Secondary College where they all completed their Certificate II in training.

Tertiary Enrolments

The following is list of 2013 graduate's enrolments at Universities or TAFE.

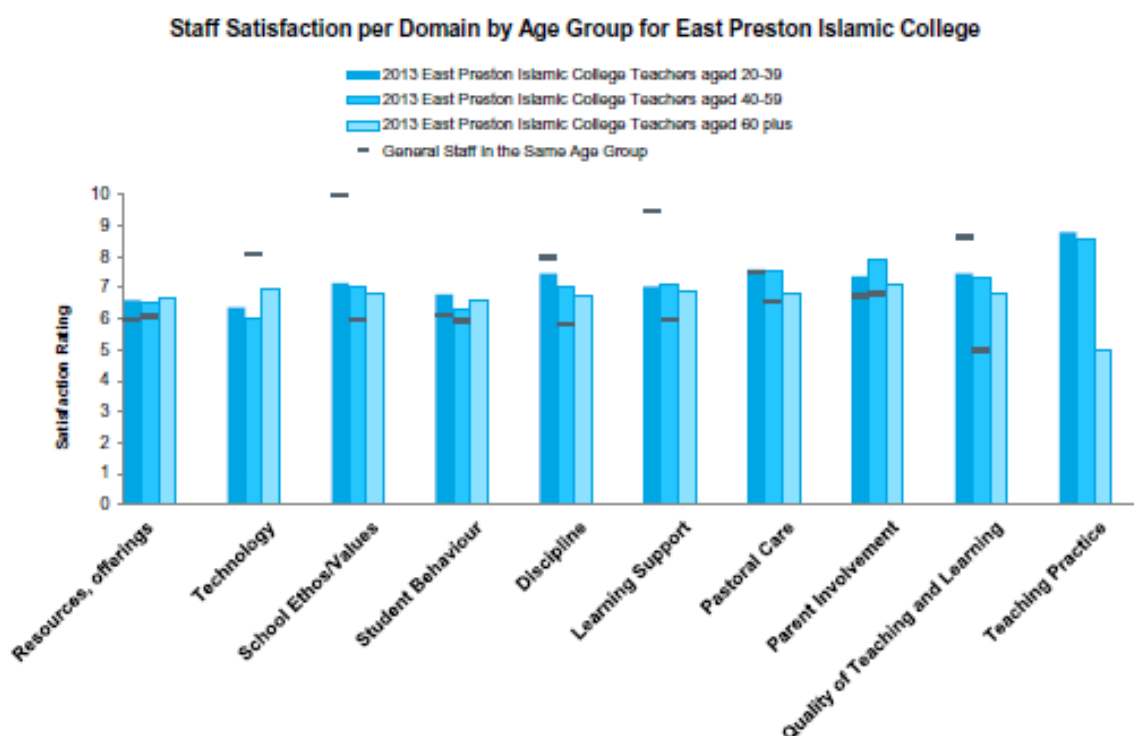
Course	Institution
Legal Practice	RMIT University
Civil Engineering	Victoria University
Management	RMIT University
Health Sciences	RMIT University
Civil Engineering	Swinburne University of Technology
Dental Technology	Holmesglen TAFE
Building and Construction	Swinburne University of Technology
Health Sciences	Melbourne Institute of Business and Technology

Staff

TEACHING STAFF ATTENDANCE RATE	91.4%
STAFF RETENTION RATE	90%

Five teachers departed EPIC by the end of 2013. Two moved overseas and three found teaching positions near their home.

TEACHER QUALIFICATIONS	
DOCTORATE PHD	0
MASTERS DEGREE	18
BACHELOR DEGREE	70
CERTIFICATE DIPLOMA	5
NO QUALIFICATIONS LISTED	0

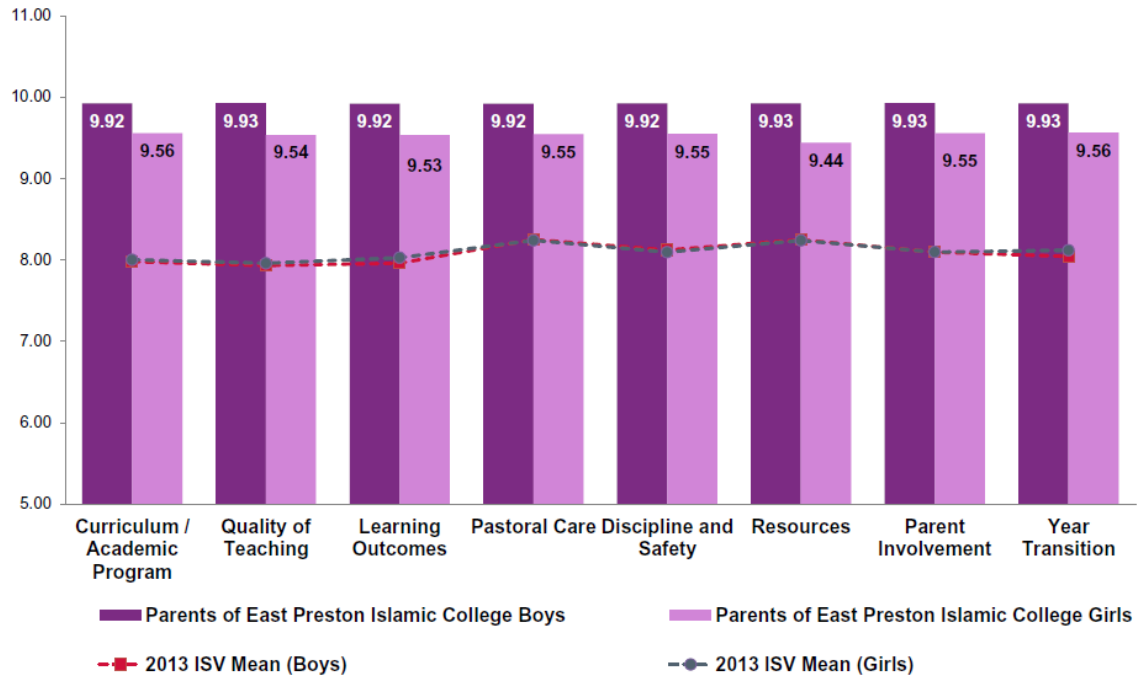


Results taken from Independent Schools Victoria LEAD Report East Preston Islamic College page 43

Satisfaction Surveys

Parents of Boys and Girls

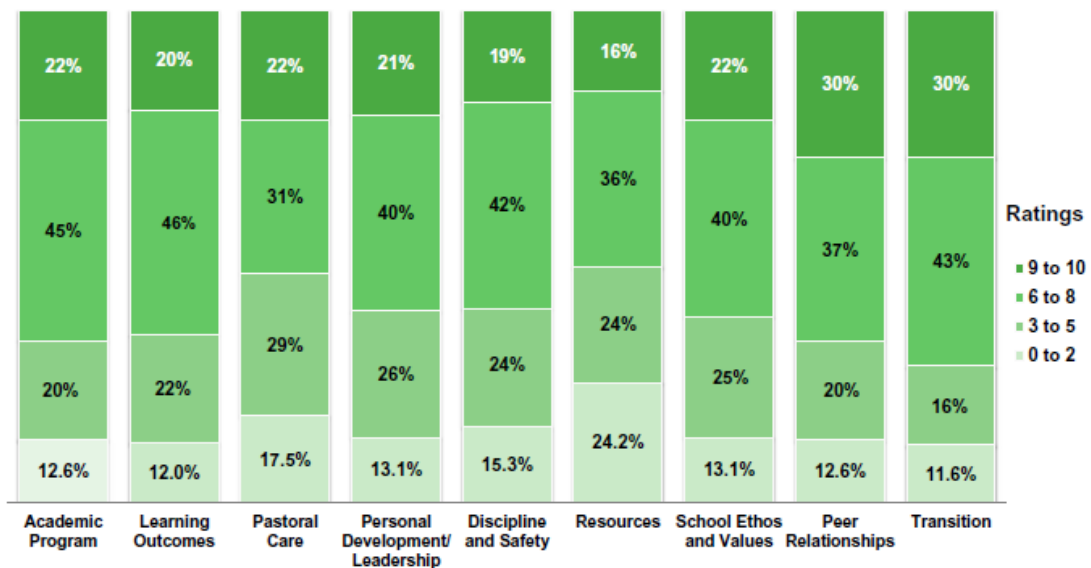
2013 Means per Domain for Parents by Student Gender for East Preston Islamic College



General Student Satisfaction Survey

Response Distribution per Domain

Distribution of Responses per General Survey Domain for East Preston Islamic College





2013 Audited Financial Report

Mrs. Amela Asceric
Business Manager

Income & Expenditure Statement

Year to date: 1st January 2013 to 31st December 2013

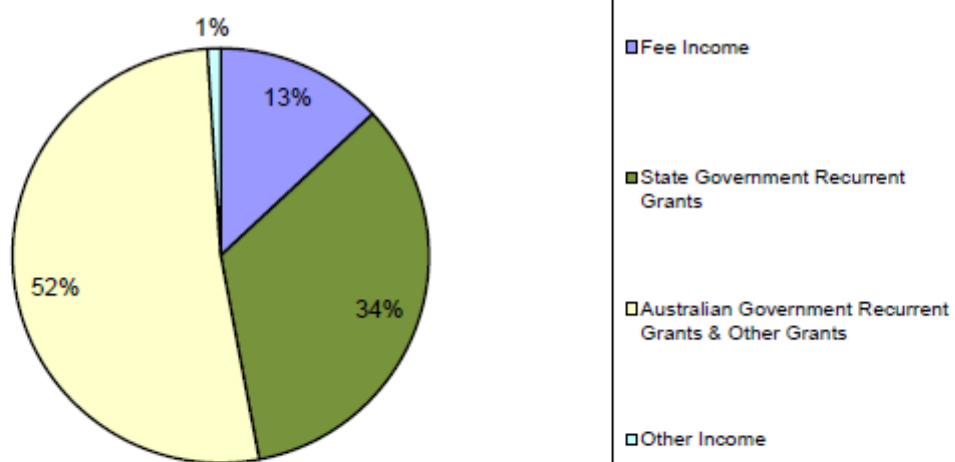
Recurrent income	\$	%
School Fees	857,735	13.0
State Government Recurrent Grants	2,239,928	34.0
Federal Government Recurrent Grants & Other Grants	3,420,314	51.9
Other Income	67,360	1.0
Total Recurrent Income	6,585,337	100.0

Recurrent Expenditure		
Salaries	4,129,081	64.2
Superannuation & WorkCover, Staff Training & Amenities	439,702	6.8
Building & Rent	478,974	7.4
Depreciation	420,222	6.5
Operational & Other Expenses	965,972	15.0
Total recurrent expenditure	6,433,951	100.0

Note:

- Capital Building Costs incurred for the year ended 31st December 2013 totalled \$ 819,049.

Recurrent Income



Recurrent Expenditure

