



2014 ANNUAL REPORT TO THE SCHOOL COMMUNITY

East Preston Islamic College



REGISTERED SCHOOL NUMBER: 1972

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Minimum Standards Attestation

I, Ekrem Ozyurek OAM, attest that East Preston Islamic College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

12 June 2015



Chairman & Managing Director Introduction



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.

Mr. Esad Alagic
Chairman and Managing Director

I am pleased to introduce to you the College's Annual Report for 2014. I write this introduction on behalf of the Board of East Preston Islamic College.

The College Board pay stringent attention to managing the need to provide the best educational service possible and balancing the school budget. East Preston Islamic College has a low fee structure so that it is possible for all interested families to attend. The School is primarily funded through Recurrent Government Grants (85.9%) and School fees (12.5%). Our expenditure is directed to providing the best possible educational staff, programs and facilities.



The 2014 year ended with the Board acknowledging the fine academic results of the class of 2014, a well-deserved reward of a brand new car for Omar Nachabe –Dux of the College and reward for the Principal and staff for years of planning and action on a day-to-day basis.

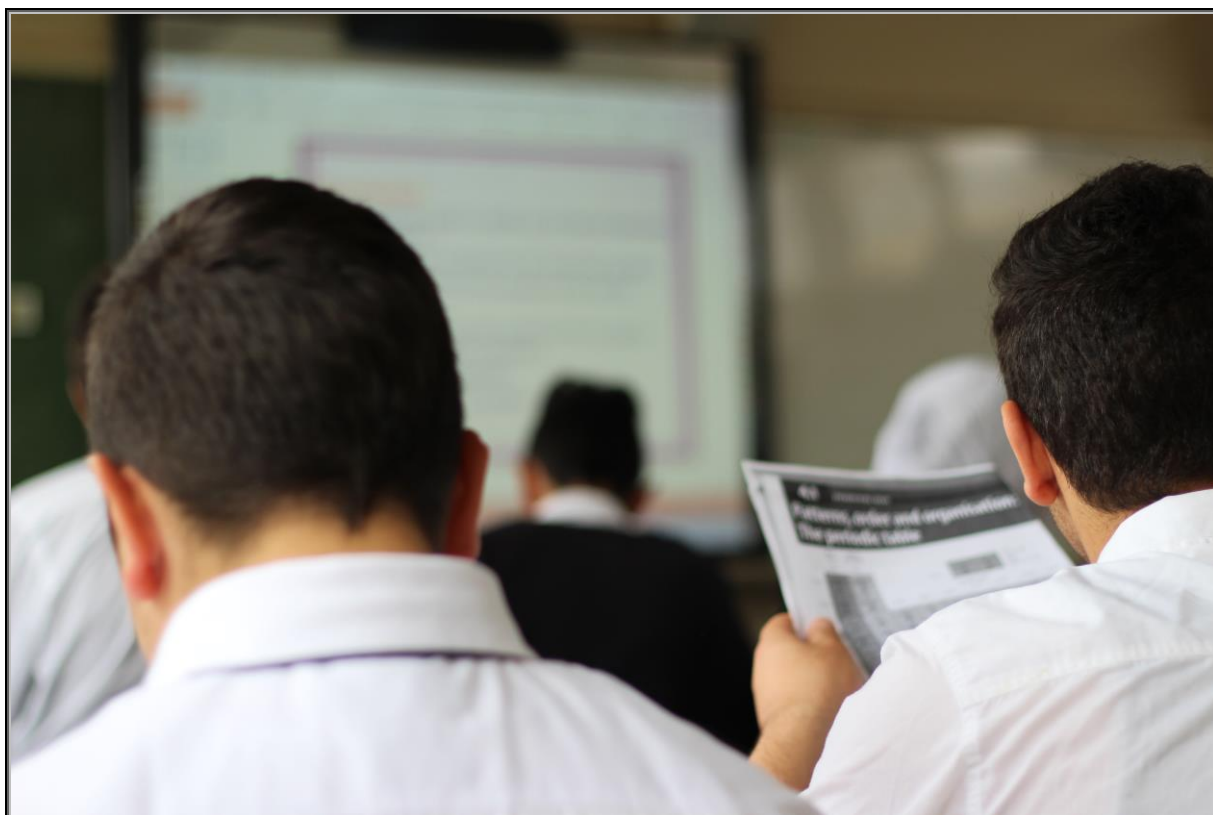
I pray to Allah (swt) to guide us to serve his cause.

Our Vision

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

Our Mission

Our mission is to provide a positive learning environment where staff and students work cooperatively to achieve their best, developing a commitment to continuous learning. The core values of the school are learning, achievement, respect, commitment and fairness



College 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.

Mr. Ekrem Ozyurek OAM
Principal

2014 has been a very successful, exciting and a rewarding year for the East Preston Islamic College Community. The College Community, teachers, parents and the students, all worked tirelessly and continually towards making sure that we meet the needs of our students and provide them the best possible education that they all deserve. We celebrated the best VCE result for EPIC this year and rewarded our high achieving student with a brand new car. Some of the main activities can be listed as; Pre Prep Program, One to One iPad and Laptop Program for Grade 6 and Year 10 Students, LED Screens and/or Interactive White Boards in every classroom, Upgrading our Networking System, Internet Upgrade, Homestay Program for our Sister School from Jakarta, Indonesia, Out of School Hours Learning Support Program, Partnership with City of Darebin Education Unit, Building Bridges Program, Debating, Swimming Program, Iftar Programs, Eid Celebrations, visit from the Imam of the Grand Holy Mosque - El Moukaramah in Makkah, Dr. Sheikh Saleh Bin Mohammed Al Taleb, Fundraising for Aziz Helou and other organisations, Head start program, Inaugural Valedictory Dinner, National Young Leaders Day, Principal for A Day program, Incursions/Excursions and list goes on.



Dr. Sheikh Saleh Bin Mohammed Al Taleb the Imam of the Grand Holy Mosque - El Moukaramah in Makkah

The Teaching and Learning Curriculum at East Preston Islamic College has been developed to meet the National Curriculum Standards. A lot of hard work and effort has been put forth by the teachers and coordinators to plan and implement the required programs to meet the

standards set by the National Curriculum Authority. I am pleased to inform the College Community that the Annual Goals set by the Curriculum Team were reviewed each term to evaluate progress and analyse gaps and make necessary adjustments where needed to get better results. Overall, the year has been rewarding as most of the goals set at the beginning of the year were accomplished. We congratulated our students who have worked to their capacities and shown progress and achievement by acknowledging them at our regular College Assemblies.

The implementation of the Early Years Literacy and Numeracy Program in our Primary Department is a solid foundation for the students. Students with limited English are provided with English as an Additional Language (EAL) 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.

At East Preston Islamic College we, as always, 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. We strongly believe that we have a joint responsibility in assisting our young to grow into a responsible, honest, trustworthy and reliable citizens, capable of working hard to contribute positively and productively to the Australian Society.

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”.

I urge you to read the report provided for you under the heading of “Teaching and Learning” which covers the overall programs in more detail.

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 2014.

Teaching & Learning Report



Mrs. Shanthi Antony
Head of Teaching & Learning

Student Learning

Curriculum, Assessment and Reporting:

The year 2014 saw significant academic accomplishments in the history of East Preston Islamic College (EPIC) since 1998 with the school's ranking raised to two hundred and fifty two out of five hundred and thirty two schools running VCE, also placing it as the third in the list of eight Islamic Schools in Melbourne.

The annual goals set for 2014 were:

1. Improve Literacy & Numeracy Programs and Results
2. Cater for High Achieving Students
3. Implement Response to Intervention (RTI) Model for Intervention
4. Improve Arabic and Islamic Studies Teaching Approaches
5. Make Professional Learning Communities (PLC) More Effective
6. Incorporate Information and Communications Technologies (ICT) in Teaching

The progress with the goals at the end of the year were as follows:

1. Improve Literacy & Numeracy Programs and Results

The 2014 Scope and Sequence for Literacy and Numeracy Curriculum was developed based on the 2013 NAPLAN data analysis and student needs in line with the Australian Curriculum Content Descriptors and Achievement Standards at the beginning of the year. The appointment of the Foundation - Year 12 Literacy and Numeracy Coordinators in 2014 enabled better coordination and support to teachers with implementation of curriculum programs. Standardised Progressive Achievement Tests (PAT) for English and Maths from the Australian Council of Educational Research (ACER) were conducted for all Year 1 – Year 10 students in the first term. Results were analysed and underachievers were referred to the Psychologist and Speech Pathologist for cognitive and language assessments. NAPLAN

results were analysed by the Literacy and Numeracy Coordinators to provide guidance for teachers to focus on areas that needed strengthening and enhancement. Student ability data based on teacher assessments was collected and the percentages of high, medium and low ability students at school were worked out. An Exam Policy was developed for Years 3 - 10 with common guidelines for setting and conducting exams. The structure and layout of the English and Mathematics exam papers were keenly reviewed and changes made. Teachers were encouraged to use more formative assessment strategies to improve teaching. Early Years teachers were assisted by a Learning Assistant to provide extra individual support to needy students during Literacy and Numeracy sessions. The teachers were also involved in team teaching sessions with a Speech Pathologist on a regular basis and were coached to use teaching strategies found successful with learners of English as a second language. Nearly seventy five students benefited by attending the free Literacy and Numeracy tutoring offered during the Out of School Hours Learning Support Program (OSHLSP). Appointment of two Learning Assistants to support in High School classes proved very beneficial in providing extra support to underachieving students and those with special learning needs. Volunteers and Student Teachers from different universities also supported small groups of students in classes and in the OSHLSP.



Additional resources like digital teaching tools and hands on teaching materials were purchased to enhance Literacy and Numeracy teaching strategies. More readers and books were purchased to complement the existing collection in the school library. The Literacy and Numeracy Week in August was celebrated with zest by students and teachers. EPIC

participated in the 'Read for Australia' activity on 29th August. Primary and High School students participated in Encouraging Reading Poster Competition and Dorothea Mackellar Poetry Competition. All year level students enthusiastically participated in the Book Character Parade. EPIC students also participated in the Victorian Premier's Reading Challenge and were encouraged to read more. Lunch time Reading Club was also offered for students. Overall, our students were exposed to a range of Literacy and Numeracy activities. Support and enrichment sessions were provided to students based on the analysis of standardised and school based test results.

2. Cater for High Achieving Students

The EPIC Gifted & Talented Education Committee members planned activities for the high achieving students at the beginning of the year. The planning process was facilitated by an external Special Education Consultant. High achieving and talented students were encouraged to participate in internal and external competitions. Internal competitions were open to all students in order to provide inclusive experiences. Students nominated by teachers and coordinators based on their high abilities, skills, talents and general proficiency were directed to external competitions, workshops and national level tests. Two students from each Year 3 to Year 11 classes sat for the International Competitions and Assessments for Schools (ICAS) – English, Spelling, Mathematics and Science. Other competitions to which students were enrolled were the Big Science Competition and the National History and Geography Competitions. Nominated students from Upper Primary were taken to the Gifted and Talented Educated with Accelerated Youth (G.A.T.E. Way) workshops to participate in creative writing and problem solving activities. English, Maths and Science Master Classes were also offered in OSHLSP to high achieving and talented students. Programs implemented for high achieving and talented students were reviewed at the end of the year, the session facilitated by the same Special Education Consultant who supported with planning at the beginning of the year.



3. Implement Response to Intervention (RTI) Model for Intervention:

All teachers, aides and leaders at school were registered for an online course on RTI offered by Hawker Brownlow at the end of 2013 to get an introduction to the approach. Teachers had a full day of professional learning on RTI at the beginning of the third term in 2014. They were provided with more strategies to differentiate instruction and assessments. Four Integration Aides provided support to students with Learning Disabilities, two in Primary School and two in High School. A Psychologist and a Speech Pathologist from OzChild provided counselling and speech therapy to students with Intellectual Disability and Language Disorder respectively. Teachers developed Individual Learning Plans (ILP) for students with Learning Disabilities. Goals set on the ILPs were evaluated after each

semester. The individual learning needs of students were given keen consideration by teachers and support staff.

4. Improve Arabic and Islamic Studies Teaching Approaches:

The Arabic and Religious Education (RE) curriculum were reviewed. Arabic teachers were provided with support from an external Curriculum Consultant to develop year level rubrics. A variety of new activities were conducted for Ramadan and Eid during the second and third terms. Various activities and competitions for students were organised by the RE and Arabic teachers. The RE teachers attended two network sessions to interact with teachers in other Islamic Schools, to know and share information about curriculum programs and teaching strategies. As an extension of the Out of School Hours Learning Support Program, Arabic coaching and Religious Education sessions focusing on Quran Reading and Islamic Studies were offered every Monday in the second semester. A Learning Assistant provided extra support to low ability students in the Arabic classes during the third and fourth terms.

5. Make Professional Learning Communities (PLC) More Effective:

Team leaders in discussion with their team mates, reviewed and finalised PLC norms and protocols at the beginning of the year. Regular meetings were held by the Curriculum and Well-being Coordinators. Teachers were encouraged to self-assess their professional performances using the indicators of the Australian Professional Standards for Teachers. Well-being Coordinators supported teachers to incorporate Values Education in the curriculum. There was a well-being focus in each week's lessons. PLC structures and norms were also highlighted during the professional learning session on RTI. Coaching and mentoring support were provided to teachers as required. Coordinators used Instructional Walks to monitor and support teachers to improve teaching practices.

6. Incorporate Information and Communications Technologies (ICT) in Teaching:

With the advancement of technology and the expectation on educators to incorporate ICT in all subject areas from the Australian Curriculum, Assessment and Reporting Authority (ACARA), the school needed to be equipped with basic ICT tools. All teachers were provided with laptops in 2013 and the High School teachers and Specialists were provided with iPads. A few classrooms were equipped with Interactive White Boards then. In 2014, all teachers were provided with iPads and all classrooms equipped with either Interactive White Boards or Interactive Televisions. The internet link was upgraded. Professional Learning sessions on using iPads were conducted for Primary and Secondary teachers over two days at the beginning of the year. The Grade 6 and Year 10 students were put on a 'One to One iPad and Laptop Program' in the second semester. All students in these year levels were provided with an iPad and laptop each. Teachers of these classes were directed to professional learning sessions on using subject specific iPad applications. Pre and post surveys were

conducted to evaluate the effectiveness of the program. The implementation of the program was found to be very successful. There was improved student engagement in these classes. An eLearning/eSmart Committee was established. The staff in the committee attended eLearning conferences and workshops. Two teachers were trained as ICT Peer Coaches at Independent Schools Victoria (ISV).

Implementation of Australian Curriculum:

EPIC is one of the pilot schools that implemented the Australian Curriculum. The implementation process started in 2012 and has been developed in stages according to the updates from ACARA. The focus for 2014 was General Capabilities. The Head of Teaching and Learning attended two days of professional learning on Implementation of the Australian Curriculum General Capabilities held at ISV. A committee was established to oversee and support teachers with implementing the seven General Capabilities of the Australian Curriculum.

VCE/VCAL/VET Programs and Career Pathways:

The VCE/VCAL/VET Parent Information Sessions were held during the first and third terms. The Coordinators and Careers Advisor had regular meetings with parents to provide feedback on academic progress of the students. The VCAL Stage One Quality Assurance Feedback for Work Related Skills was positive. The VCAL students were involved in school based and community projects. The Year 10 students were taken to universities and Careers Expo to gain a better understanding of subject selections and pathways. Three VCE teachers gained accreditation as VCE Examination Assessors.



Transition Programs:

Right from the Pre-Prep Program offered for prospective school beginners, up to the VCE/VCAL Head Start Program, EPIC offers a sequential range of programs to support students to cope up with transition. The 2015 Prep students attended the Pre-Prep Program offered for five weeks in the fourth term. Children were familiarised to school routines and were offered a range of activities to facilitate a smooth transition from Kindergarten to school. They also attended two days of orientation classes. The Grade 6 students had taster Year 7 classes for a week. The Year 10 students were taken by the Careers Coordinator to external VET taster sessions. VCE Head Start Program was offered for the last five weeks of the year.

Extra/Co-curricular Activities:

Extended curricular experiences were provided through excursions and incursions for students in all year levels. High School students were taken for leadership conferences. Primary and High School students participated in interschool sport competitions. Our young student debaters competed with debaters from other schools. Through the Building Bridges Program, EPIC students were given opportunities to interact with students in other faith based schools. Our students were also engaged in organising various fundraising activities which enhanced their values and improved their organisational and social skills. Primary students had weekly swimming lessons for a term. A group of students in OSHLSP participated in a Vegetable Garden Project arranged by pre-service teachers from Victoria University. Workshops and activities to improve student well-being were also conducted.

The year ended with the news of most of our VCE students achieving good Australian Tertiary Admission Ranks (ATAR), the top one being 95.96. Teachers had a Celebration of Teaching & Learning on the last day of school to consolidate and felicitate the year's accomplishments and successes.

Student Engagement & Wellbeing Report



Ms. Natasha De Cruze
Head of Discipline & Wellbeing

Discipline and Well-being:

With the start of the 2014 academic year, in the area of Discipline and Wellbeing it was visible to see that policy and procedures that were set in motion in 2013, reflected well in 2014. The wellbeing teams goals and initiatives for the 2014 academic year was as follows:

1. Wellbeing scope and sequence for 2014
2. Implement whole school values.
3. Wellbeing focus in weekly and term planners.
4. Offer Wellbeing Elective in year 10-Student empowerment.
5. Combined primary and wellbeing meetings.
6. Implement EPIC Values education
7. Wellbeing Incident report data collection- primary and secondary.
8. Student leadership program- Yr. 11 and Yr. 12 leadership mentoring program.
9. Cyber safety/cyber smart- workshops/presentations.
10. Wellbeing week- Focus: building better relationships, positive mental health and hygiene and nutrition.

One of the major goals of the year was to integrate wellbeing into the curriculum, EPIC values were set for each week and wellbeing scope and sequence was introduced. Wellbeing focus was included in all term and weekly planners by teachers.

To improve communication between secondary and primary staff, Wellbeing meetings were combined which helped improve and structure a whole school approach to wellbeing.

Student leaders (prefects), were appointed in primary and secondary. In senior secondary, Student Mentor Leadership program was established. The Leadership Mentoring Program was organised for Year 11 & 12 students. Year 12 prefects, mentored Year 11 students, to prepare them for next year's leadership roles. Student leaders were involved in running whole school assembly and various school duties, where Primary and Secondary School Captains participated in the ANZAC Commemoration Ceremony organised by Legacy at the Shrine of Remembrance on 23rd April.

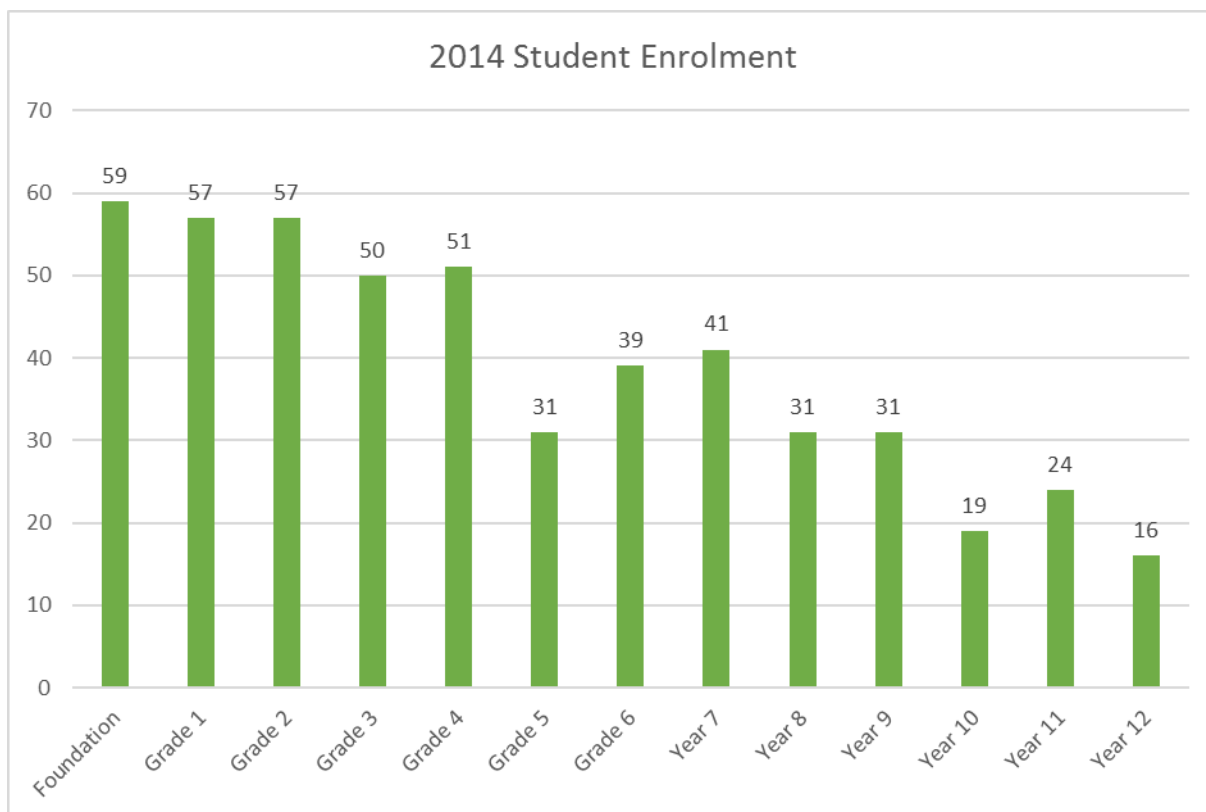


As part of Values Education, The primary students participated in the NED show incursion on the 30th of July. Students participated in various values based workshops and activities. Students also participated and organised fundraisers to support worthy causes such as Students for Gaza on the 29th of August and was involved in a Fundraising campaign on behalf of Human Appeal International to support Syrian refugees, on 18th August.

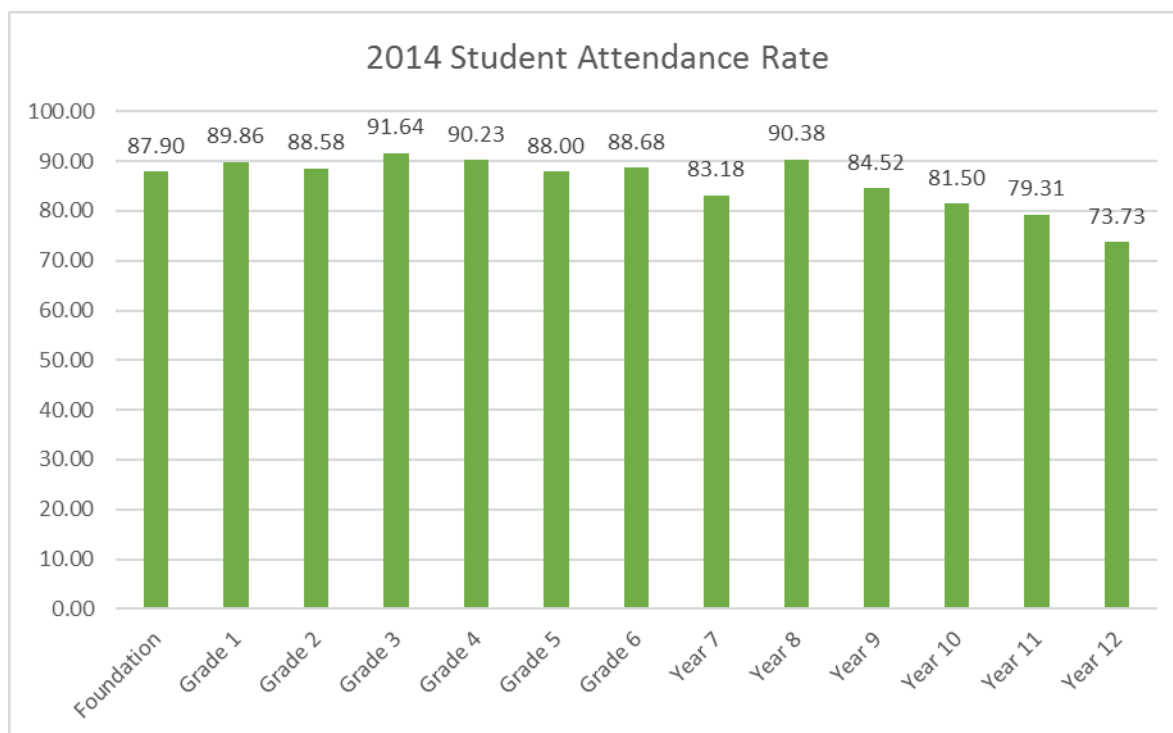
In term 4, EPIC celebrated wellbeing week from the 6th to the 10th of October. The focus of the week was about building better relationships, positive mental health and hygiene and nutrition. As part of the week primary students participated in a road safety program organised by the RACV. As part of end of year wellbeing activities the wellbeing coordinators organised whole School fun activities Day on the 11th December.

Data from incident reports were analysed by the wellbeing coordinators and an analysis report and further action to be planned by the wellbeing team for 2015.

Student Enrolment



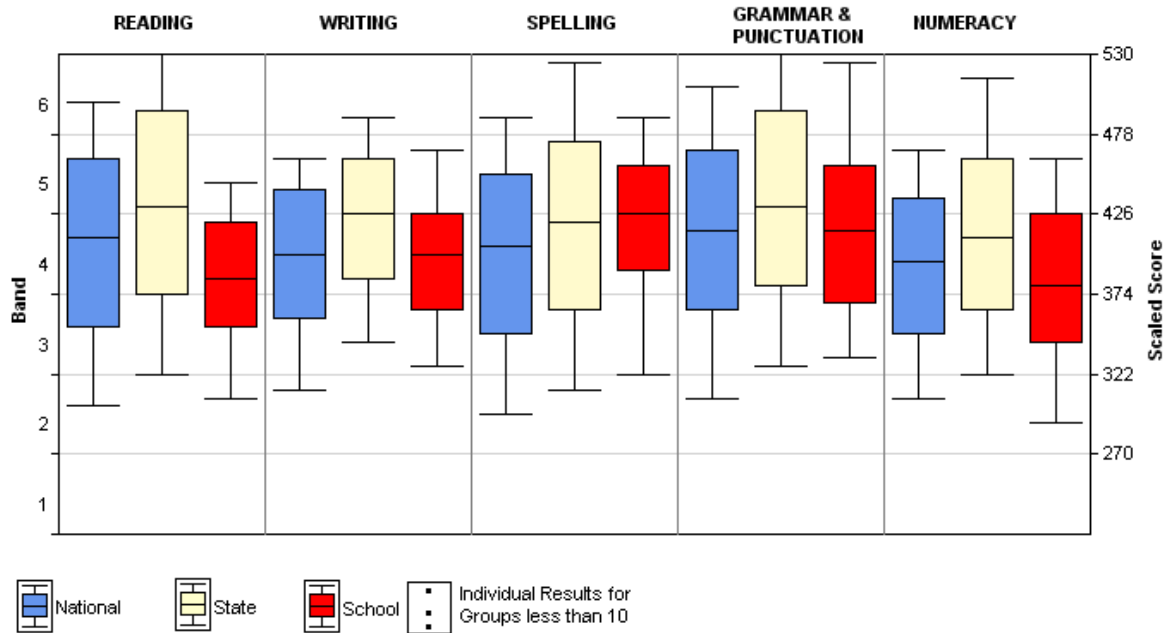
Student Attendance



2014 NAPLAN

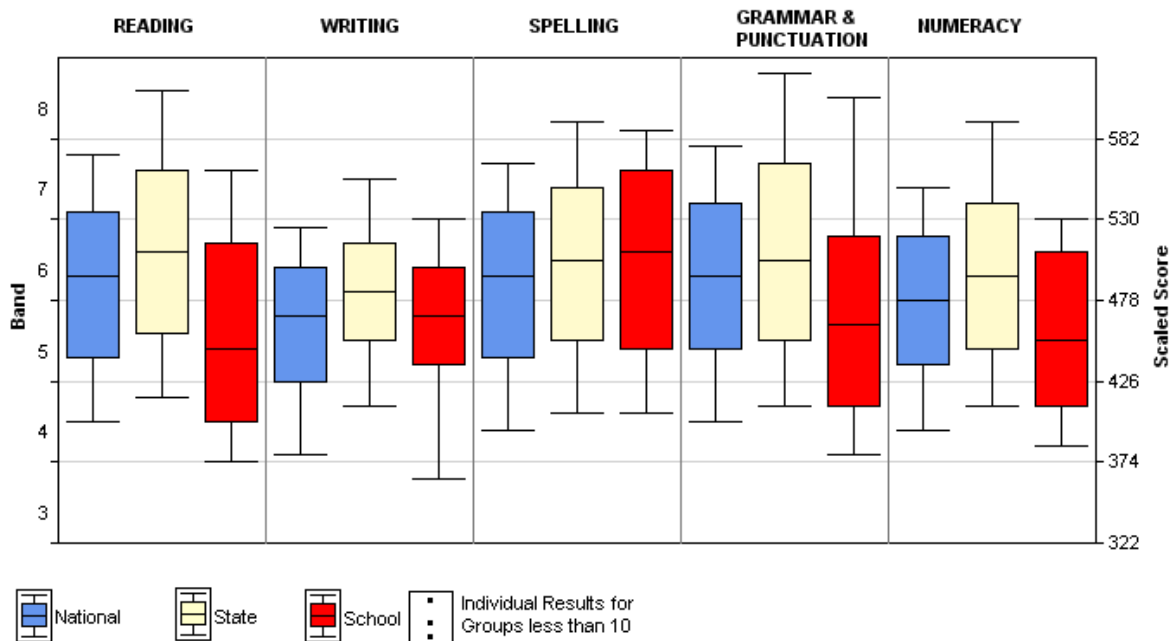
School Summary Report

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



School Summary Report

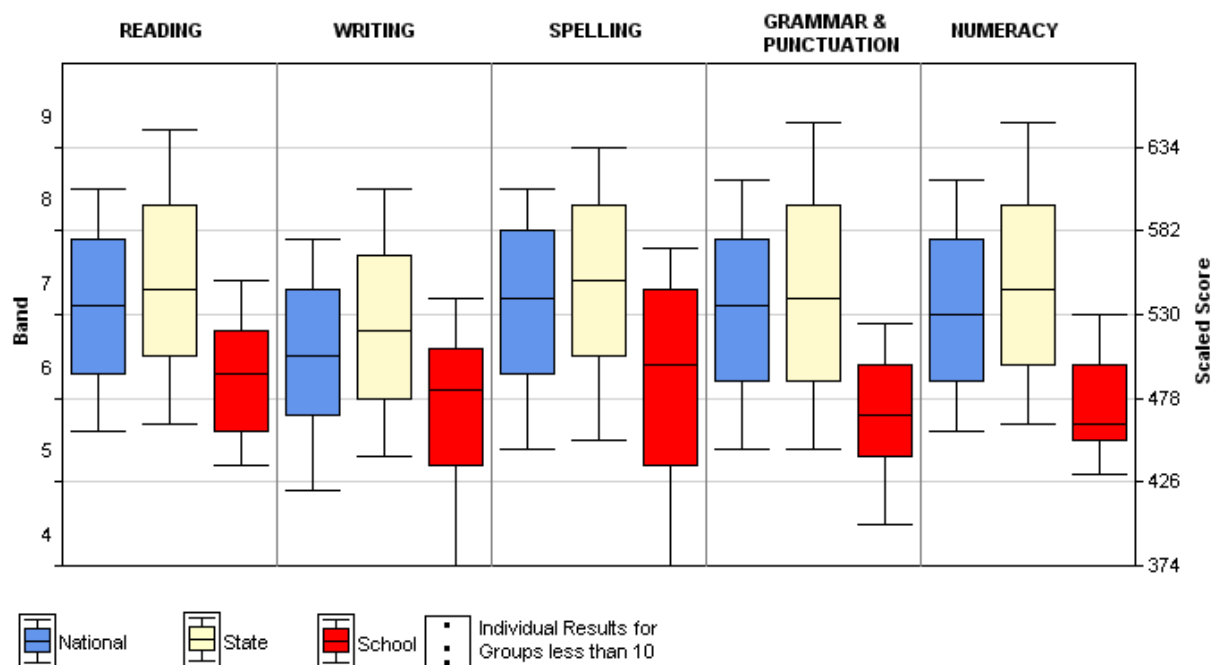
Year 5 - Gender: All, LBOTE: All, ATSI: All



2014 NAPLAN

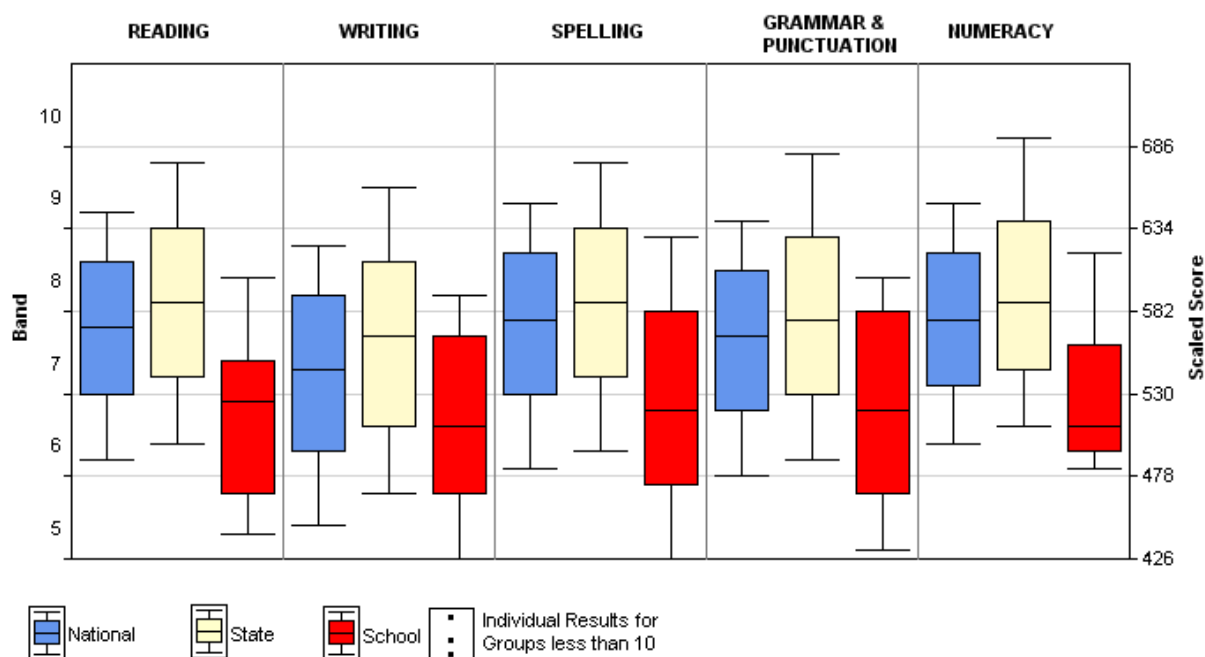
School Summary Report

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



School Summary Report

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



VCE Coordinator's Report

Assalamu Alaikum Warahmatullahi Wabarakatuhu

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Mrs Ayeenun Ahmed
VCE Coordinator

VCE (Victorian Certificate of Education)

Our 2014 results have shown significant improvement in the ATAR scores for the assessed cohort. VCE Studies offered at East Preston Islamic College in 2014 were Accounting, Biology, Business Management, Chemistry, English, History, Arabic, Legal Studies, Further Mathematics, Mathematical Methods and Global Politics.

The top performing student(s) received 46 in Business Management, 44 in Chemistry and 42 in Further Mathematics as study scores. In Business Management, the school received 57.2, compared to the state average of 51.4, in Chemistry 94.8 and 19.8 compared to the state average of 90.9 and 17.9 and in History 82.5 compared to the state average of 81.0. This represented a significant increase in results compared to previous years, with the top student receiving an ATAR score of 95.95.

The median score in 2014 is 28 and was higher than previous years with 4.5% receiving over 40 as study scores compared to 1.2% in 2013.

91% of the students who undertook the external examinations were offered a university placement for 2015. The remaining student(s) received offers from tertiary institutions not registered as universities.



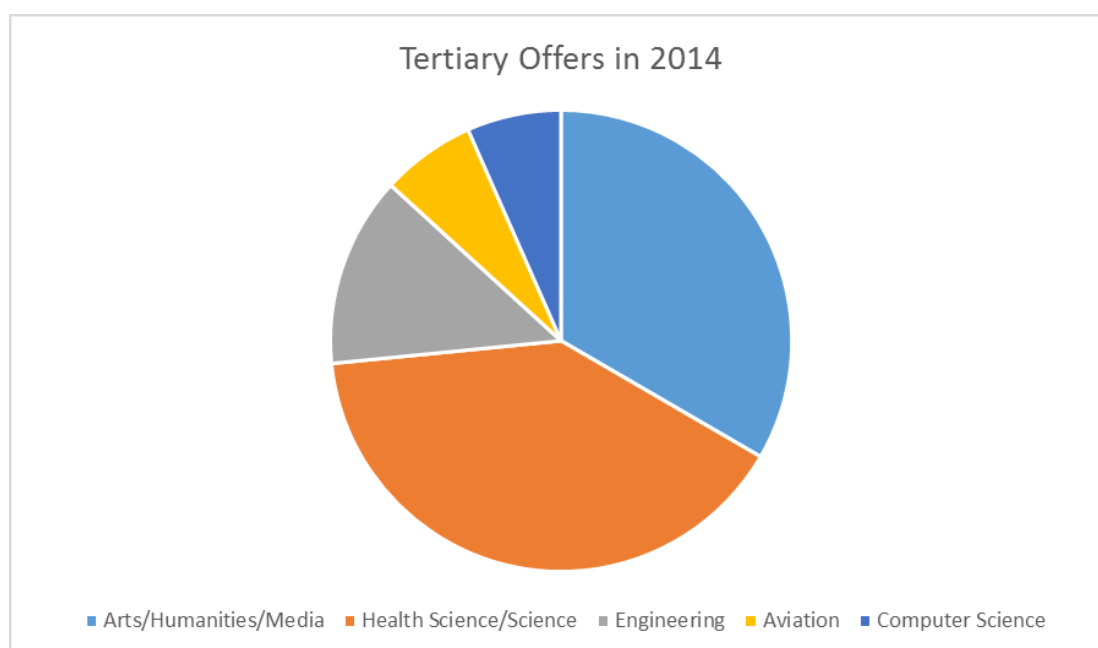
2014 Year 12 Students

Tertiary Enrolments

The following is list of 2014 graduate's enrolments at Universities and TAFEs.

Course	Institution
Bachelor of Applied Science/Orthoptics	La Trobe University
Bachelor of Internal Relations	La Trobe University
Bachelor of Arts	La Trobe University
Bachelor of Arts / Teaching (Secondary)	La Trobe University
Bachelor of Media & Communications	La Trobe University
Bachelor of Health Sciences	Victoria University
Bachelor of Health Sciences	Melbourne Institute of Business & Technology
Bachelor of Aviation Management	Swinburne University of Technology
Bachelor of Engineering Technology – Civil	RMIT University
Bachelor of Pharmacy (Honours)	Monash University
Bachelor of Science	University of Melbourne
Bachelor of Engineering – Automotive (Honours)	RMIT University
Bachelor of Computer Science	RMIT University

2014 tertiary offers were dominated by Health Science/Science type studies.



VCAL & VET Coordinator's Report



Ms. Sonya Hammoud
V.C.A.L. & V.E.T. Coordinator

V.C.A.L. (Victorian Certificate of Applied Learning) & V.E.T. (Vocation & Education Training)

In 2014, the achievement of our students in their selected VCAL / VET was outstanding. All students completed the VCAL program with 100% satisfaction and received their VCAL certificate. It is important to note that we need to consider the differentiated learning pathways embedded in our school programs such as VET and VCAL and the future of each student.

We had 21 students enrolled in a VETis subject in 2014 up from 2013. Of the 21 students, 15 received their VCAL certificate while the other 6 received a certificate of attainment which contributed to their VCE certificate.

As part of our Year 10 (Life Skills) program at EPIC, all 32 Year 10 students have been enrolled in Certificate II Sports and Recreation and Certificate II in business which have been delivered at East Preston Islamic college campus. This will continue for 2015.

Each student at the college completing a certificate have been in contact with employers to accept them on a one day a week basis. Structured Workplace Learning (SWL) is part of VET and we highly recommend our students to complete as it demonstrates acquired skills and knowledge in an industry setting.

Our students have been enrolled through the Northern Melbourne VET cluster. East Preston Students have been enrolled in the following areas:

- Allied Health;
- Aged Care;
- Automotive Studies;
- Building and Construction;
- Early Childhood Education and Care;
- Engineering Studies;
- Integrated Technologies;
- Plumbing;
- Justice.



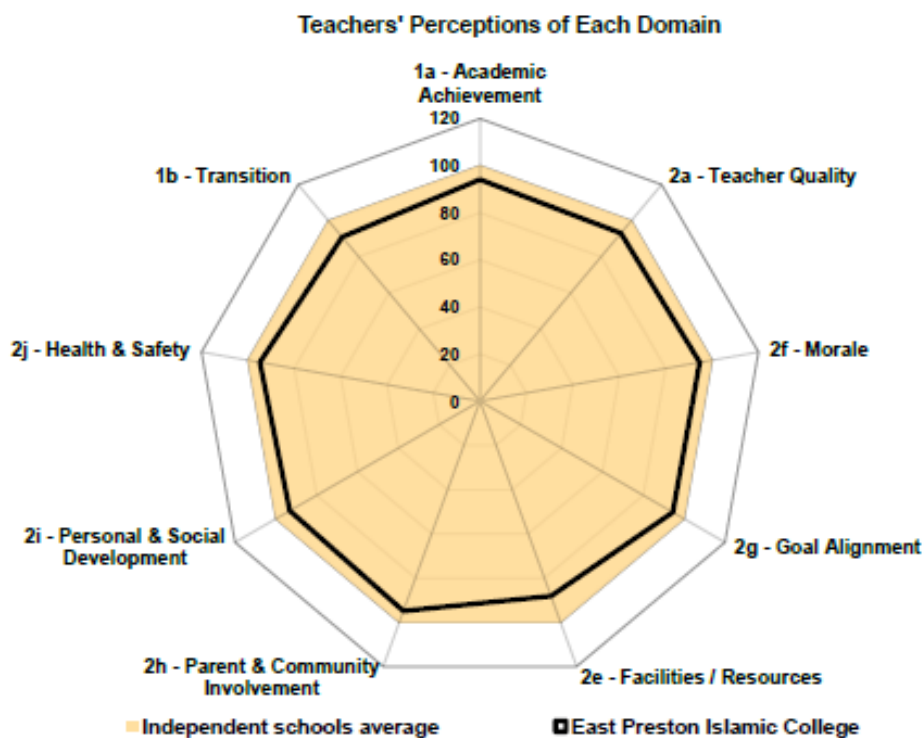
Staff

TEACHING STAFF ATTENDANCE RATE	93.17%
STAFF RETENTION RATE	90%

Five teachers departed EPIC by the end of 2014. Two are on maternity leave, one teacher retired and two found teaching positions near their home.

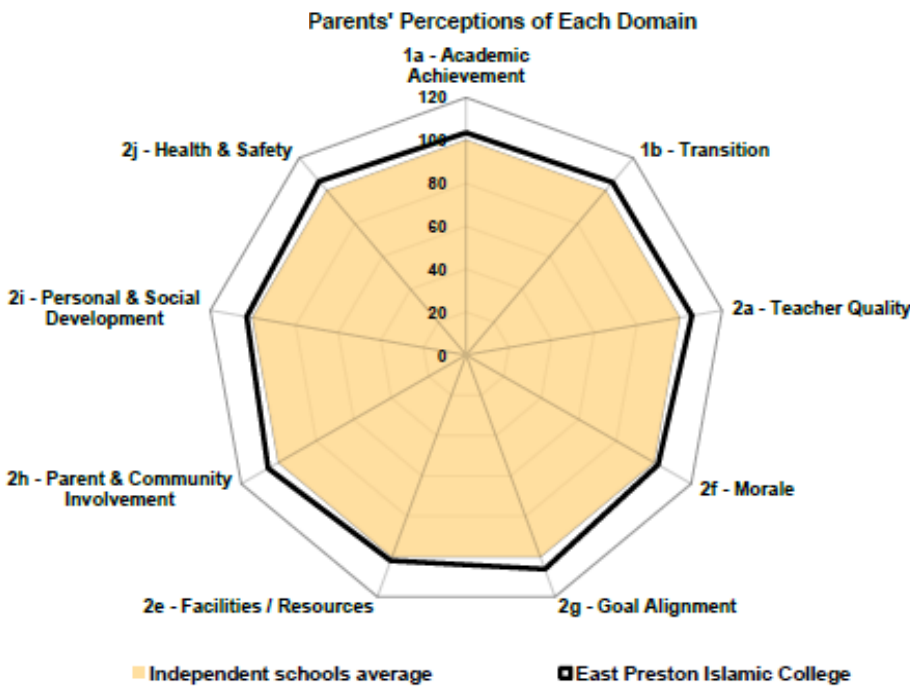
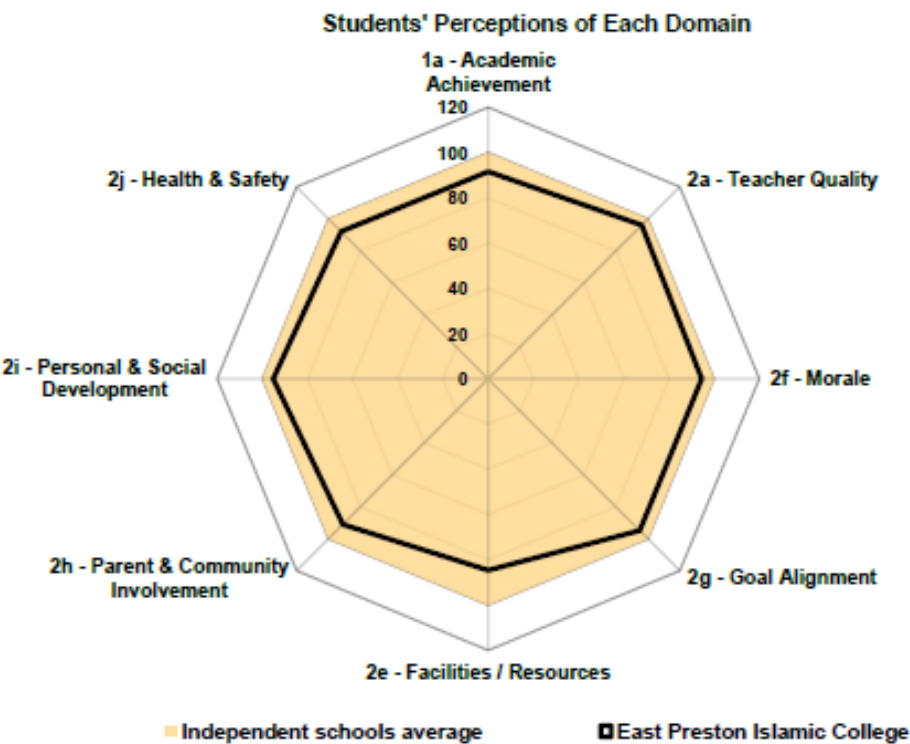
TEACHER QUALIFICATIONS	
DOCTORATE	0
MASTERS	18
DEGREE BACHELOR	70
CERTIFICATE GRADUATE	5
NO QUALIFICATIONS LISTED	0

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



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

Satisfaction Surveys



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



2014 Audited Financial Report

Mrs. Amela Asceric
Business Manager

Income & Expenditure Statement

Year to date: 1st January 2014 to 31st December 2014

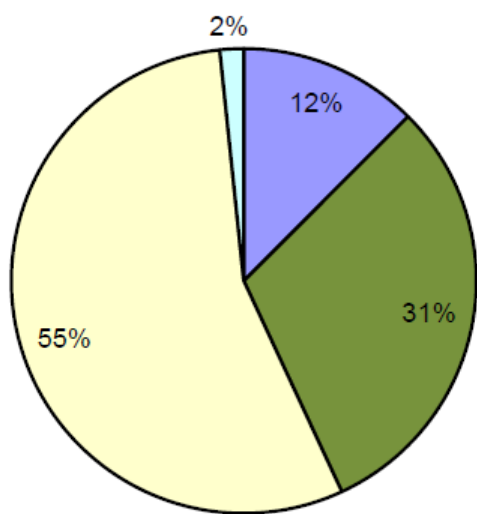
Recurrent income	\$	%
School Fees	856,123	12.5
State Government Recurrent Grants	2,095,048	30.6
Federal Government Recurrent Grants & Other Grants	3,787,052	55.3
Other Income	113,053	1.7
Total Recurrent Income	6,851,276	100.0

Recurrent Expenditure	\$	%
Salaries; allowances and related expenses	4,502,558	64.9
Superannuation & WorkCover, Staff Training & Amenities	487,988	7.0
Building & Rent	109,410	1.6
Depreciation	530,428	7.7
Operational & Other Expenses	1,303,039	18.8
Total recurrent expenditure	6,933,423	100.0

Note:

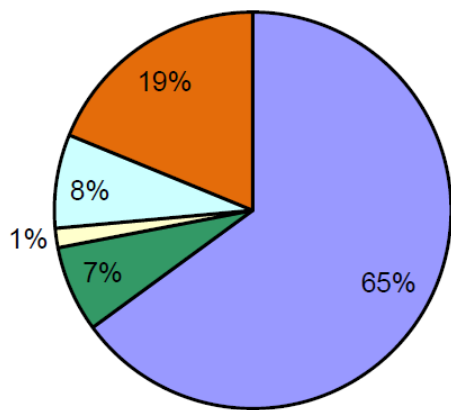
- Capital Expenditure Costs incurred for the year ended 31st December 2014 totalled \$330,815.

Recurrent Income



- Fee Income
- State Government Recurrent Grants
- Australian Government Recurrent Grants & Other Grants
- Other Income

Recurrent Expenditure



- Salaries
- Superannuation & Workcover, Staff Training & Amenities
- Building & Rent
- Depreciation
- Operational & Other Expenses