



**Engage – Educate – Empower**



**We empower young refugee and asylum seeker women through education,  
to acquire the language, life and work skills to  
integrate and thrive in our community.**

## **Annual Report 2017**

**The River Nile School Inc**

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Registered school no.: 2111

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## Foundation Principal’s Message

Every refugee and asylum seeker who comes through our door brings with them a story of resilience, courage and hope. They have shown immense bravery and resolve to flee harm and persecution in their birth country. They want what we all want – a safe future, a peaceful life, a chance to be part of a community and to get a job so they can live independently. The River Nile School’s mission is to empower young refugee and asylum seeker women through education, to support our students to acquire the language, life and work skills to integrate and thrive in our community. In pursuing our mission, we believe we are not only **changing our students lives**, but making an important contribution to help secure **a thriving, harmonious multicultural society** – which benefits all in our community.

RNS grew out of the **River Nile Learning Centre (RNLC)**, which was established in 2006 to assist the African refugee community. 2017 was a momentous year, being our first year as a **registered, independent school**. With strong demand, a dedicated and passionate team, generous **community partnerships** and now government **school funding**, we are forging a strong platform for the sustainable growth of our unique multicultural service to empower young refugee and asylum seeker women through education.

This Annual Report is a reminder of how far we have come. It speaks to the energy and commitment of our staff, students, Board members, volunteers and many supporters, and recognises our unique place as a quality, multicultural education provider in the community. I thank and congratulate all concerned for what has been achieved in 2017.

– Lisa Wilson



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RNS is a non-government, registered school and charitable organisation.  
All programs and services are free.  
Donations of \$2 and above are tax-deductible.



This Annual Report was endorsed by the RNS Board on 29/08/2018.

## THE RIVER NILE SCHOOL INC

### Overview

At the River Nile School (RNS) **we change students lives** through an individualised approach to learning, using specialist **EAL** (English as an Additional Language), real life, applied-learning pedagogy. Our small, highly skilled professional team take on a **true mentoring approach**, walking alongside and supporting the **individual** journey of each student, developing their confidence as learners, supporting them to manage the complex challenges and trauma ever present in their lives and building healthy and respectful relationships which strengthen their **engagement and outcomes**. Each student is supported to develop a **career pathway plan**, specific to their aspirations and goals, and once they complete their secondary education, supported to realise this plan as they transition from our school.



### Student Population Characteristics

The young women enrolled at the River Nile School are aged 15 – 20+ years, and are refugees, asylum seekers or disadvantaged new arrivals of **EAL** (English as an Additional Language) backgrounds. Our student cohort is at the very bottom end of the socio-economic profile and therefore is among the most disadvantaged in our community. Some are pre-literate or have limited prior years in education, while some have attended school but have limited English language and literacy. All have an interest in learning but many have struggled in mainstream education settings and have either stopped attending or been excluded. Our programs aim to **re-engage** our students in their own measurable, visible academic growth, simultaneously teaching them strategies to become independent and autonomous learners in their schooling, pathway choices and adulthood. In 2017, the RNS had:

- 34 full-time students, of which 19 (56%) were enrolled in Year 11 and 15 (44%) were enrolled in Year 12
- All 34 students were on Visas; a number of which were Permanent Residents and through 2017 several were assisted to progress Citizenship applications.
- 18 students (53%) with a disability or documented learning intervention need – 3 extensive, 4 substantial and 11 supplementary – many of the latter are emotional trauma related.
- 3 students (9%) under 18 years of age, of which 2 had 1 parent and 1 was an independent minor.
- 31 students (91%) were over 18 years of age and living independently, of which 19 (56%) were orphans or had no parent connection, 8 lived with 1 parent or guardian and 4 lived with partners.

Birth countries represented by our 2017 VCAL enrolled students in 2017 were Somalia (12), Ethiopia (10), South Sudan (2), Iran/Kurdish (4), Pakistan (2), Sri Lanka / Tamil (2), Papua New Guinea and Chile.

## Student Educational Engagement and Wellbeing

River Nile School has a strong commitment to student wellbeing, health and safety and commits significant resources to student engagement, wellbeing and advocacy.

Our school environment is safe, professional, welcoming and orderly. Students often refer to it as being like a home.

Staff are seen as positive role models of relationships, actions and behaviours.

Most of our students, some with children, are totally alone in Australia with no family support. Social welfare support is critical in assisting our students to manage the complex demands placed on them with language barriers, finance, housing and trauma ever present in their lives with often no stable presence apart from our staff to offer advice or practical help. Many of our students live on 89% of a basic Centrelink payment for an Australian citizen equivalent. After paying board or rent and utilities, most have \$40-60 per week to pay for other essentials. About a third of our students have arrived on sponsored humanitarian visas and are not entitled to any Centrelink support whatsoever for 2 years from arrival. We have quite a number for whom the relationship with the sponsor has broken down (e.g. due to abuse) and they are left completely cut off with no support.

All RNS programs and services are completely fee-free and RNS provides all students with an annual MYKI public transport card, notebook computer, food staples and material aid to reduce barriers to their engagement.

Most students have experienced significant trauma, both physically and emotionally, by the experiences that caused them to seek refuge or asylum and we work with other agencies to assist and address this.

In 2017, four of our students were mothers with pre-school aged children, two became pregnant in the 2<sup>nd</sup> semester and one suffered the tragedy of her newborn baby dying. It is very evident that the children of our students who have been in immigration detention with their mums have suffered greatly and struggle once released into the community.

RNS provides students with a **free childcare** service on-site to enable students who are young mums to remain engaged in their education. We are assisting these students and their children return to a more normal family life. Assisting mothers and children to at times be apart and independent is also essential to enable these young children to transition successfully to kindergarten and school.

We also strive to develop our students' life skills and foster their capacity for independence and self-determination by building bridges and links into the community and to access vocational pathways.

River Nile School is compliant with the **Child Safe Standards** prescribed in Ministerial Order 870 – Child Safe Standards, Managing Risk of Child Abuse in Schools.

## School Program

The River Nile School delivers Victorian Curriculum Assessment Authority (VCAA) approved Victorian Certificate of Applied Learning (VCAL) curriculum to Year 11 and 12 students. The RNS Learning Program is based on the eight learning areas – English, Mathematics, Sciences, Humanities, The Arts, Health and Physical Education, Information and Communication Technology and Design and Technology. The Program aligns with a whole school approach to curriculum and is organised and designed to run over the course of two years.

At RNS the VCAL program is run over two years in recognition of the complex needs of learners that may impact upon their learning. Students may commence the course at different times during the year and are expected to complete the course within two years of commencing.

Over the course of two years, each student must complete 1,000 hours of VCAL including a VET (Vocational Education Training) program. By providing a two-year program, RNS allows for a diverse range of personal and external circumstances and issues of our student cohort to achieve VCAL Learning Outcomes.

The timeframe allows for our student cohort to work within their literacy and language abilities and work at a pace that they can realistically achieve.

The Learning Program is delivered through an integrated VCAL curriculum. It has a strong focus on literacy and numeracy and this is embedded across each of the eight learning areas. As our student cohort is from EAL (English as an Additional Language) backgrounds, language is identified and utilised as a resource across all areas of the curriculum. During 2017, RNS achieved VCAA authorisation to deliver **VCE Bridging EAL** (Unit 2) and uses this to support the formal English learning area.

The Learning Program includes **specialist programs** such as swimming, craft and music which form a core part of the curriculum which students are required to attend. Each of the specialist programs has been chosen to support the personal development and learning of our specific student cohort.

Students also complete a **VET** program, covering industry specific skills. Our VET program is run by the Inner Melbourne VET Cluster (IMVC) under a contractual partnership arrangement with RNS.

## Individual Education Planning

The development of **Individual Learning Plans** (ILP) is a key strategy in ensuring success for every student at the River Nile School. Students are supported by key staff to develop a plan that identifies clear learning goals, strategies and outcomes as well as broad life and behaviour goals.

The curriculum program for each student is then designed around this plan, based on a program that focuses both on setting goals for improvement and allowing students to develop skills in their area of interest.

Each student's ILP is reviewed and updated every term in student-teacher conferences.



## Staff

In 2017, a total of **6.8 FTE** (Full Time Equivalent) staff worked for the River Nile School, of which we had:

- 3 full time and 9 part-time staff.
- 3.8 FTE were teaching staff and 3.0 were specialist support or administrative
- Only 1 member of staff was male and all other staff are female
- No staff of Aboriginal or Torres Strait Islander heritage.
- 5 staff from Culturally and Linguistically Diverse backgrounds, all of which came to Australia on refugee pathways.

All teachers are fully qualified, with VIT registration.

Two teachers have completed a Masters of TESOL from The University of Melbourne, another has post-graduate qualifications in special education, disability and learning intervention.

Education support staff include a Student Welfare, Wellbeing and Engagement Director and Education Aide.

The high ratio of staff for the number of students is a reflection of the River Nile School's belief that our students require a high level of specialist, individual support in order to support their educational progress.

River Nile School teachers meet the registration requirements of the **Victorian Institute of Teaching** ([www.vit.edu.au](http://www.vit.edu.au)) and the school meets the prescribed minimum standards for registration as regulated by the **Victorian Registration and Qualifications Authority** (VRQA) in accordance with the Education and Training Reform Act 2006.



## MAJOR ACHIEVEMENTS 2017

### Student outcomes and post-school destinations

- ✓ **7 Students Attained Intermediate VCAL** and **1 Attained Senior VCAL.**
  - An outstanding achievement given our students' complex personal challenges and that they are learning/completing their studies in English which is their second or sometimes third or fourth language.
  - An Accredited Year 12 Certificate allows students to progress to TAFE or University without having to prove their capability.
  - Students delivered stellar education projects including a Health & Wellbeing Expo and Pop-Up Café
  - Senior VCAL student nominated for state VCAL Achievement Award.
- ✓ Graduating students supported on **pathways to work or further study** – ranging from Patient Support and Accounting at Victoria University, Dental Nursing at RMIT, Health (pre-nursing) and Pathology Blood Collection at Kangan TAFE, to a pre-apprenticeship course (electrician) at Holmesglen Institute.
- ✓ **23** of our 2017 enrolled students are continuing with RNS in 2018 and have made positive progress toward VCAL Attainment with:
  - **18** achieving unit credits for their VCAL certificate
  - **10** completing VCE Bridging EAL Unit 2
- ✓ Comprehensive new Individual Learning Plans prepared for continuing students.
- ✓ VET (Vocational Education Training) Certificates
  - **7** students attained VET Certificate II in Business
  - **6** students attained VET Certificate II in Hospitality
- ✓ **New Learning Intervention** stream established – meeting the needs of **4** students who have further learning challenges and strengthening our culture of inclusiveness.
- ✓ **Work Readiness** training, skills development, placements and mentoring, including 6 with Service Stars – Community Jobs Alliance into paid work, 2 Scarf traineeships and 10 undertaking a STREAT taster course developing hospitality skills.

A number of students also attained their RSA (Responsible Serving of Alcohol) supporting paid hospitality work.
- ✓ 3 graduating students, who are wonderful role models, have been appointed RNS **Ambassadors and Multicultural Education Aides** to support new and continuing students in 2018.



### Academic growth

As the RNS students' cohort are Year 11 and 12 EAL learners, with no, or limited, prior schooling, most commence at our School with no prior academic records from which to measure growth. There is considerable observed growth of their personal satisfaction / engagement in their learning, completion and attainment of VCAL units and progress onto career pathways.

In 2017, the River Nile School VCAL program was offered at Foundation, Intermediate and Senior levels to address the individual learning needs of the cohort. The majority of students were studying VCAL at Intermediate level.

A significant number of River Nile School students achieved their VCAL certificate or were working towards achieving it. Seven students successfully completed Intermediate VCAL and one student achieved her Senior VCAL certificate. (This is a notable achievement and lift in academic performance given, prior to becoming a registered school, River Nile had only had one student who attained her VCAL as our organization struggled with attendance and resourcing to fund the requisite VET component.)

A further 18 students achieved units credited towards their VCAL across Foundation and Intermediate levels.

As part of the River Nile School program students at Intermediate and Senior levels also completed VCE Unit 2 Bridging EAL in order to further develop language and literacy skills and provide an extra unit for their VCAL. In 2017 10 students satisfactorily completed this unit.

VET is also an essential component of the Industry Specific Skills strand of the VCAL curriculum. River Nile School partners with Inner Melbourne VET Cluster to offer two VET certificates – Certificate II Business and Certificate II Kitchen Operations. In 2017 seven students successfully completed VET Certificate II in Business and six students completed VET Certificate II in Kitchen Operations.

These achievements demonstrate the continued commitment of the students and staff of River Nile School to hold high expectations for all learners and to support the students in their academic goals.

**Student Attendance**

RNS is a re-engagement School, with students enrolling across the school year. Of its 2017 student cohort, 53% had a documented disability or learning intervention need (many of which relate to emotional trauma), 15% of students were pregnant or mums of pre-school age children, 94% are their own legal guardian and all were managing complex personal challenges, RNS has relatively high rates of approved and health related absences.

In 2017 there was a coordinated organisation wide approach to attendance implemented by core staff. Teaching staff and the Welfare Director made contact with students who were not in attendance each school day. Teaching staff and the Welfare Director could also gauge from daily phone communication any potential welfare concerns or issues which could impact on student engagement and wellbeing before they arrive at River Nile School; for example, housing concerns, Centrelink, family or financial issues. Students were also able to directly contact their teachers, Welfare Director and Principal and were encouraged to communicate if running late or not attending that day. Students were provided with various options to communicate with staff, for example, through a WhatsApp student group, WhatsApp private messages, text message or phone call and email. Teacher, Welfare Director and Principal mobile numbers are provided to all students.

Students were also encouraged to discuss with their teacher if they knew they wouldn't be coming in on specific school days due to appointments, family situations or external welfare needs. We also encourage social welfare and case workers to hold meetings in private rooms at our school, where possible, to minimize absences due to such meetings.

Compared with our operations in 2016 (prior to becoming a school), attendance has improved noticeably not only due to better communication strategies but also higher organisation wide expectations. While allowing for a degree of flexibility, expectations have been set for students to take greater responsibility for their own learning and attendance. Students who demonstrate inconsistent attendance meet with their teachers to discuss strategies and develop a learning program that best meets their needs and their current circumstances.

Attendance levels also dropped during June coinciding with the Muslim holy month of Ramadan. Due to a significant Muslim cohort at River Nile School, there was an expectation that this would occur because of preparations and the physical and mental effects of fasting. In anticipation of this in future years, the teachers, in consultation with the Principal and Welfare Director, plan to adjust the curriculum to allow for students to miss some days without significant impact on their learning and achievement. Due to timing, the teachers will also schedule a student free / curriculum and report writing days to coincide with Eid as this has historically been poorly attended.

**2017 Attendance Rates (%) – Year 11 & 12**

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
50 <sup>th</sup> percentile of students	72.1	62.2	57.2	52.3
All Students	57.2	46.8	36.9	34.7



## School Satisfaction Surveys

RNS designed its own Student Satisfaction Survey at a staff planning workshop, incorporating core questions from respected external / independent sources, but then shaping the survey language and content specifically for RNS's EAL student cohort to optimize independent student engagement in the survey.

Twenty-one (62%) of students completed our 2017 Student Satisfaction survey, which took place in Term 3. Of these:

- 18 students completed it independently, with instructions and the option of support from a highly experienced, new casual teacher who had commenced just prior to the undertaking of the survey, and an appropriately skilled volunteer.
- 3 students with special needs completed the survey with the assistance of an interpreter, and an aide or teacher.

More than 90% responded "always" to key questions around "My teachers help me in class", "I feel comfortable when I am at school" and "My school gives me the things I need to learn".

More than 90% responded also affirmed positively to questions around the school's culture such as "Do you have a friend/friends at school" and "Do you feel comfortable asking teachers and RNS staff for help"

A majority of respondents also indicated they had growing confidence in their capabilities as learners since coming to RNS.

The majority of students had not attended any other school in Australia, but those that had were asked to respond to the open question "How is RNS different to your last school?" Those that responded commented RNS provides more help.

The main area identified for further review was regarding "The other students treat me with respect" – for which 38% indicated 'sometimes' and 1 student responded 'never'. This was an area of concern and was discussed further at a staff meeting and shared with students to encourage their input to strengthening peer relations. Suggestions to improve the respectful relationships between students was then included as a focus topic in wellbeing sessions run in October-November 2017.

### Meet Fardosa

*Hi, my name is Fardosa. I'm 21 and was born in Somalia. My family died in the war when I was young. I went to Ethiopia with my Aunt, then my Aunt died. I was by myself and didn't feel safe. I came to Australia in 2013 as an Asylum Seeker. I got to Indonesia and then travelled by boat to Darwin.*

*I came to Melbourne in 2014 and my friend told me to come to the River Nile. For me the River Nile helps me in many ways, I feel like this is my home. They helped me with school work, with getting a job and with sorting out problems. My teachers and Lisa the Principal and John are always behind me, I don't think I would have achieved my goals without them.*

*My dream is to be a nurse or paramedic. I would like to work in a hospital and care for people. River Nile has helped me find a course in Patient Support at Victoria University for 2018.*

*Some advice I'd share with other students is, if they attend school everyday they can achieve their dreams.*

### Meet Yasmin

*Hello, my name is Yasmin and I am 19 years old from Iran. I came to Australia in August 2013 with my father and we were kept in Australian detention centres such as Nauru, Christmas Island and Darwin for 3 years.*

*I got released in Melbourne in 2016 and got enrolled in a mainstream school straight away, I didn't feel comfortable attending that school because my English wasn't advanced enough to make friends or even join in group discussions, but I still stayed to finish the year.*

*In 2017 I joined River Nile School and graduated Senior VCAL a year later. Being part of River Nile was the best thing for me, I got to improve my English and finish my high school studies and it gave me the confidence to join different courses and find myself.*

*River Nile isn't just a school to me it is more than that, it's a home that educates and supports me and understand my situation as an asylum seeker and not just me but many other students with similar situations as mine.*

### Meet Imelda

*Hi, my name is Imelda. I'm 20 years old and was born in Papua New Guinea. I came to Australia in 2014 as an Asylum Seeker. Back at PNG my life was a mess and I didn't feel comfortable, safe or free. I find it hard to talk about it. But since I came to Australia I feel free to do anything and go anywhere.*

*To me the River Nile has helped me in lots of different ways, I like this school, I feel like this is my home. Some advice I'd share with other students is that the teachers will help you with all your work and Lisa and John can will help you with lots of other stuff! If you want to achieve your goals, ask for help with problems and try your best to focus on your studies.*

*My dream is to be an electrician and one-day manage my own electrical business. To get started, next year I am doing a pre-apprenticeship course at Holmesglen Institute.*



### **Parent Engagement**

94% of RNS students are their own legal guardians. Less than 30% of our students live with one parent, guardian or carer and in all cases, English is not the first language of these parents/guardians and most have had limited schooling. A parent survey was not offered as it was considered that it would be difficult to achieve engagement or statistically significant feedback. For students that do have a parent/guardian/carer, RNS strives to involve them in their child/wards education planning but has very limited uptake.

### **Staff Satisfaction**

Staff were offered the opportunity of a Staff Satisfaction Survey, but this was not implemented as staff felt it would be difficult to achieve statistically significant or anonymous feedback (by staff category) given RNS has only 6.8 FTE staff, spread across 3 full-time and 9 part-time positions.

RNS has maintained high staff retention with its core staff of three teachers (all 0.8 or Full Time), the Principal and Welfare Director since 2014. This reflects staff satisfaction with the organisational direction, goals, management style and type of work undertaken at the school.

With RNS gaining full registration as a School in December 2016, there was scope to employ more staff to ensure that diverse student needs were being met, including those students with additional learning intervention needs. With additional expertise in the school, there is more opportunity for staff collaboration, as well as specialisation; staff can focus on their specific area of expertise.

Full registration for RNS has also ensured that staff feel their employment is more secure, having a positive impact on staff satisfaction levels and general staff morale. In addition to secure employment, core staff regularly attend professional psychological debriefing sessions with a registered psychologist to ensure that sustainable practice.

### **Teacher Professional Learning**

In 2017, professional development opportunities for RNS focused on three areas; enhancing EAL provision, ensuring exceptional VCAL delivery, and supporting the diverse and complex needs of our student cohort.

To enhance EAL provision, all staff were given time release to attend workshops, webinars and a symposium dedicated to various aspects of EAL teaching. Time was allocated in meetings post-PD so that staff could share their key learnings with the team.

To ensure exceptional VCAL delivery, staff attended the VALA conference and other PD opportunities throughout the year to ensure that the VCAL program at RNS incorporates an integrated program and is engaging for the student cohort. During these PD opportunities, RNS staff were also able to network with other VCAL and EAL teachers to share best practice.

The third priority of PD opportunities, to support the diverse and complex needs of our student cohort, was realised in a number of ways. Staff attended a session run by the learning intervention specialists at RNS on best practices for supporting students with additional needs and differentiation strategies. Staff also attended training and education sessions delivered through partnering organisations, including, Foundation House and the Australian Muslim Women's Centre for Human Rights. These sessions ensure culturally relevant pedagogy is consistent across RNS.

Throughout the year, staff participate in a Performance Plan, which includes Key Performance Areas, performance measures as well as consideration being given to the support, resources or development for achievement of performance areas. With RNS now being a registered school, there is scope to support the ongoing learning needs of staff to ensure best practice across the school. Each core staff member has a leadership responsibility demonstrating the organisation's commitment to leadership and professional development.

One of our teachers is a VicTESOL Committee Member. VicTESOL is a professional association committed to promoting excellence in **Teaching English to Speakers of Other Languages** and fostering and supporting cultural and linguistic diversity through high quality multicultural education. VicTESOL meetings have been regularly hosted at the River Nile School and in 2018 our teacher will be given several days professional time-release to support VicTESOL in developing professional learning resources for secondary EAL teachers.

The diverse and engaging professional development opportunities throughout 2017 have ensured that staff are maintaining best practice in the classroom as well as being well-connected to similar agencies and organisations.

## NEW DIRECTIONS

RNS grew out of the **River Nile Learning Centre (RNLC)**, which was established in 2006 to assist the African refugee community. It commenced with after-hours tutorials in a hall in Footscray, and from those small beginnings grew substantially to meet the education needs of other disadvantaged members of our community.

River Nile has a 12-year track record of delivering an award-winning, student outcome-centred, professional quality education model, including VCAL, to re-engage young refugee and asylum seeker women who have disengaged or cannot cope in mainstream school. From 2008 to 2016, our VCAL program was delivered through a DET (Victoria) Partnership via a Memorandum of Understanding with Mount Alexander College, however a key challenge was that this only covered 1.7 FTE VCAL teachers' salaries and never contributed to any other core operating costs.

The opportunity to address this challenge by becoming an Independent School, so it could become self sufficient in covering core operating costs, to enable it to continue to meet the steady demand for its quality **multicultural education service** was identified, developed and led by the RNLC Director and now RNS Foundation Principal, Lisa Wilson, and Secretary and Treasurer and now Welfare Director, John O'Shea, supported by our teaching team and Board. Our goal was realized in December 2016 when the VRQA (Victorian Registration and Qualifications Authority) granted registration of the River Nile School Inc as a senior secondary, specialist, single sex (girls only) school with VCAA (Victorian Curriculum Assessment Authority) approval to deliver Foundation, Intermediate and Senior VCAL curriculum. With our approval to become a **school**, the entity changed its name to the **River Nile School (RNS)**. RNS had its first year operating as a **registered, independent** school in 2017.

Key steps implemented to ensure the RNS had the leadership, governance and resources to develop and flourish in 2017:

- ✓ **Foundation Principal**, Lisa Wilson, appointed to commence in January 2018 with full responsibility for the operations of the school, including oversight of teaching and learning, staff supervision and professional development.
- ✓ **Board renewal** with five talented new members and four continuing members – to oversight governance and stewardship of the school.
- ✓ **Information technology infrastructure** improved, including new website and communications resources.
- ✓ **Resources and facilities** invested in to ensure we had the basic facilities you would expect in any small school.
- ✓ **Additional space** secured to cater for growth in demand for our programs in 2018.
- ✓ Strong support from **volunteers** who contribute to our governance, tutoring and many other facets.
- ✓ Three graduating students, who are wonderful role models, appointed as **Youth Ambassadors and Multicultural Education Aides** to support new and continuing students in 2018.
- ✓ **Pilot Partnership** established with IMVC (Inner Melbourne VET Cluster) to deliver a new *Youth2Industry* Program in 2018 for youth with learning difficulties &/or mild disabilities.

### Resources and Facilities

**Development of a school infrastructure and property plan** is a priority for the school moving forward in 2018, to ensure it has property infrastructure that is modern, efficient, cost effective, environmentally sound and provides a secure base from which the school can flourish in the years ahead.



## FINANCIAL STATEMENT

For the 2017 school year

### Revenue from operating activities

Private income (bank interest)	763
Donations and Philanthropic Grants	101,756
State Government Recurrent Grants	191,187
State Government Education Allowances	30,116
Commonwealth Government General Recurrent Grants	727,911

**Total operating revenue** **1,051,733**

### Expenses from operating activities

#### Salary, wages and related

Principal and Teaching staff	367,234
Education support, welfare and all other staff	131,560
Workcover insurance	3,514
Superannuation (Employer contribution only)	46,279
Long Service Leave (Provision)	31,960

**Total salaries, wages & related** 580,547

#### Non salary expenses

Teaching, Programs, Office & Administrative expenses #	192,057
Building, grounds and equipment (maintenance)	3,509
Occupancy (rent and lease expenses)	52,439
Depreciation	844
Other expenses	66,501

**Total non-salary expenses** 315,350

**Total operating expenses** **895,897**

**Operating Surplus for the year** **155,836**

### Notes

For government education authorities, RNS financial reports (including the above summary) use a “cash accounting” method, while for all other uses RNS uses “accrual accounting”.

# Office & Administrative expenses includes \$44,667 in Capital Expenditure – which was purchase of basic furnishings and resources for a new school (e.g. desks, chairs, photocopier, notebook computers etc)

An external Independent Auditor’s Report, prepared by Simon Aukstin (CA), McBain McCartin & Co., is available on request.

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### The River Nile School Inc

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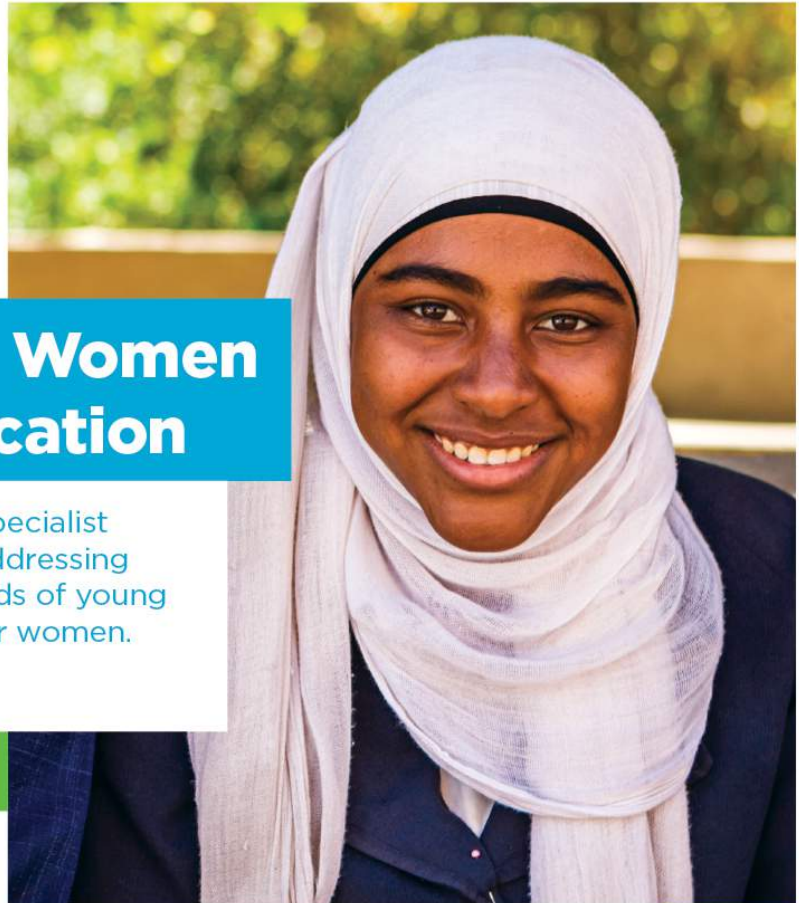
Reg. Inc. Assoc. No. A0048482L

Endorsed Charity & Deductible Gift Recipient

Reg. School Number 2111

VCAA Provider 15457

DHS (Centrelink) Reg. School No. 32111



## Empowering Women through Education

The River Nile School is a specialist senior-secondary school, addressing the unique educational needs of young Refugee and Asylum Seeker women.

All services are free.

[rivernileschool.vic.edu.au](http://rivernileschool.vic.edu.au)

- Re-engages & empowers young Refugee & Asylum Seeker women, 15 - 20+ years, in an award winning, multicultural school
- Victorian Certificate of Applied Learning (VCAL) at Foundation, Intermediate & Senior Levels
- Pathways to further education and employment. Intermediate & Senior VCAL Certificates support entry to TAFE & university
- Flexible learning delivery with individualised learning and support
- Strong language, literacy and numeracy focus for *English as an Additional Language* learners
- Student Welfare & Empowerment Program includes advocacy, material aid, free food staples, MYKI & childcare
- Specialist Programs such as work readiness, driving and swimming

### The River Nile School Inc

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### Registered School Number 2111

River Nile School is located close to the Queen Victoria Market and to public transport in North Melbourne



[rivernileschool.vic.edu.au](http://rivernileschool.vic.edu.au)

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