



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 2018

The River Nile School Inc
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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. 2018 was our 2nd year as a **registered, independent school**. With strong demand, a dedicated and passionate team, generous **community partnerships** and 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 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 2018.

– **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 in July 2019.

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 2018, as at the August census, the RNS had:

- 39 full-time students, of which 20 (51%) were enrolled in Year 11 and 19 (49%) were enrolled in Year 12. In addition, RNS had 3 part-time students enrolled in Year 11 bringing total student FTE's to 40.5.
- 28.5 students (70%) were on Visas; a number of which were Permanent Residents and through 2018 several were assisted to progress Citizenship applications.
- 29 students (72%) had a disability or documented learning intervention need – 5 extensive, 11 substantial and 13 supplementary – many of the latter are social-emotional trauma related.
- 6 students (15%) were under 18 years of age, of which 2 were orphans and 1 a ward of the state.
- 34.5 students (85%) were over 18 years of age and living independently - 15.5 (38%) were orphans or had no parent connection, 17 (42%) lived with a parent or guardian and 2 lived with partners.

Birth countries represented by our VCAL enrolled students in 2018 at census were Somalia (12), Ethiopia (12), South Sudan (3), Iran/Kurdish (2), Pakistan (2), Liberia (2), Afghanistan, Sri Lanka/Tamil, Vietnam, Burma, China and Thailand.

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 2018, three of our students were or became mothers of pre-school aged children during the year and one suffered the tragedy of late term miscarriage. 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. RNS uses **VCE Bridging EAL** (Unit 2) to support the formal English learning area with our Intermediate learners.

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 2018, a total of **9.5 FTE** (Full Time Equivalent) staff worked for the River Nile School, of which we had:

- 4 full time and 13 part-time staff by Head Count.
- 5.4 FTE were the Principal and teaching staff and 4.1 were specialist support or administrative
- 2 members of staff were male and all other staff are female
- No staff of Aboriginal or Torres Strait Islander heritage.
- 7 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 Aides.

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) 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 2018

- ✓ **12 Students Attained VCAL** (Victorian Certificate of Applied Learning) with 11 at Intermediate and 1 at Foundation – a **50% increase** on 2017.
 - An outstanding achievement given our students' language difficulties & complex personal challenges.
 - 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 **Sustainability Expo** and **Market** and a **Pop-Up Café**
 - **5** students also completed Work Related Skills (WRS) at Senior Level
 - **9** students also completed VCE Bridging EAL (Unit 2)
- ✓ Vocational Education Training (VET) Certificates with:
 - **5** students attaining Certificate II in Kitchen Operations
 - **9** students attaining VET Certificate II in Business – a **100% success** rate!
- ✓ **2 inaugural school leader's appointment** – strengthening our student voice and role models & developing student capacity and contribution to the broader community.
- ✓ Graduating students supported on **pathways to work or further study**.
 - **11 students transitioned to further study in 2019** – ranging from Health Services & Business at Victoria University, to Clothing & Textile Production and Individual Support at RMIT to Legal Services at Chisholm Institute.
 - **2 students** moved to **full-time work** with Yarra Council
- ✓ **32** of our 2018 VCAL students are continuing with RNS in 2019 with **6** more than halfway to completing their VCAL and others having made positive progress.
- ✓ Comprehensive Individual Learning and Pathway Plans in place, with regular review.
- ✓ Enhanced specialist **learning intervention, integration and trauma-informed positive education capacity** – strengthening how we meet the needs of students who are especially challenged or with learning disabilities, in-turn strengthening our culture of inclusiveness.

Academic growth

A significant number of the RNS students' cohort are Year 11 and 12 EAL learners, with no, or limited, prior schooling. Many students commence at our School with no prior academic records from which to measure growth. Others have found learning challenging in their previous education settings. There is considerable observed growth of student personal satisfaction and engagement in the learning, completion and attainment of VCAL units and progress onto career pathways, including further study and paid employment.

In 2018, the River Nile School VCAL program was offered at Foundation and Intermediate levels to address the individual learning needs of the cohort. A further five students completed Work Related Skills Unit 2 at Senior level, as they were identified as having the ability to play a leading role in planning the Sustainability Market. The majority of students studied VCAL at Intermediate level in 2018.

A significant number of River Nile School students achieved their VCAL certificate in 2018. 11 students successfully completed Intermediate VCAL and one student achieved her Foundation VCAL certificate. This is a 50% increase on the completion rates of 2017 and demonstrates the success of both our program and student engagement. A further 32 of the 2018 VCAL students chose to continue with their studies. Six of those students have attained more than half

of the 10 units required to achieve their VCAL, with others having made positive progress.

Students at Intermediate level also completed VCE Unit 2 Bridging EAL (English as an Additional Language) in order to further develop language and literacy skills and provide an extra unit for their VCAL. 12 students satisfactorily completed this unit in 2018, which is also an increase on 2017. With the introduction of VCE Unit 1 Foundation English for students undertaking Foundation VCAL, it is anticipated that completion rates will rise in 2019.

VET is also an essential component of the Industry Specific Skills strand of the VCAL curriculum. River Nile School continued to partner with Inner Melbourne VET Cluster to offer two VET certificates – Certificate II Business and Certificate II Kitchen Operations. In 2018 five students completed VET Certificate II in Kitchen Operations and all nine students enrolled in VET Certificate II in Business successfully completed their course. This is a great achievement and again shows the commitment of both trainers and students.

These achievements demonstrate the ongoing commitment of the students and staff of River Nile School to engage in learning that is high challenge and high support within a flexible setting, enabling the achievement of academic goals.

Student Attendance

RNS is a re-engagement School, with students enrolling across the school year. Of its 2018 student cohort, 72% had a documented disability or learning intervention need (many of which relate to emotional trauma), 8% of students were pregnant or mums of pre-school age children, 43% are their own legal guardian and all were managing complex personal challenges, RNS has relatively high rates of approved and health related absences.

In 2018 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 drop 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 attendance.

Attendance Rates (%) – Year 11 & 12

		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Average</u>	<u>% Change from prior year</u>
50th percentile of students	2018	84	78	72	93	82	28
	2017	76	63	60	56	64	
All students	2018	56	51	44	58	52	9
	2017	61	49	40	42	48	



Student Survey

Twenty-four (82%) of the VCAL students completed the RNS Student Satisfaction Survey, that had been designed and delivered initially in 2017. Of these; 21 students completed the survey independently, with instructions and the option of support from the non-VCAL teaching staff so that it was objective and three students with special needs completed the survey with the assistance of an interpreter, and an aid or teacher.

100% of students responded **always** to key questions including *"I feel safe when I am at school"*, *"I think my teachers are effective and good at teaching"*, *"My school gives me the things I need to learn"* and *"Do you have a friend/friends at school?"*.

More than 90% of students also responded with **always** to statements that addressed the teaching support provided at the school with the questions including; *"My teachers help me in class"*, *"My teachers treat me with respect"* and *"Do you feel comfortable asking teachers and River Nile staff for help"*.

The main area identified for further review was *"The other students treat me with respect"*, for which 38% indicated **sometimes** and 62% indicated **always**. This has been an ongoing area of concern at RNS. Moving forward, the approach will be to review and identify school values in 2019 with one of the value areas focusing on student relationships and developing and maintaining a respectful peer culture at RNS.

When asked open-ended questions about what the school is good at, at least two thirds of the students identified the help and support that they received from RNS. The survey also provides the opportunity for students to suggest areas for improvement; a number of students identified that they would like a camp and a uniform. Both of these ideas were assessed on their merits and it was decided that RNS would pursue running a camp in 2019. Furthermore, although there is no intention to introduce a uniform at RNS, it was decided that to improve connectedness to school and the sense of community, a hoodie jumper with the RNS logo was designed and given to all students at the end of 2018.

Meet Hawo

Hi, my name is Hawo, I'm 21 and was born in Somalia. My mum passed away when I was young, then my sister who was living here decided to bring me to Australia. I arrived in 2010 when I was 13 and started high school with minimum English. In Year 11 at my old school, it became hard and complicated for me. A teacher recommended I consider River Nile. My decision to come to River Nile School was successful, I really enjoyed my year here. I believe River Nile plays a great role for the community and provides many opportunities for young females. My passion is to be a fashion designer so in 2019 I am studying fashion design at RMIT.

I would like to say to other students, have a goal in mind and be committed to achieving it. For sure you will come across challenges in your journey but don't stop believing in yourself and never give up. Fail doesn't actually mean that you are not capable of what you are doing instead it means 'FIRST ATTEMPT IN LEARNING'!

Please be positive and never lose hope, one day you will get to your dream.

Meet Zahida

My name is Zahida Abdulwedud, I was born in Ethiopia. I've been in Australia for 8 months. My friends describe me as open, honest, friendly and a good communicator. I speak 5 languages; Amharic, Harari, Oromo, Arabic and English. Now I want to learn German because my friend lives in Germany. A case worker told me about the River Nile School. I tried the school and really liked the school. Because I don't have family, Loneliness is a problem, they help me a lot with that. The school has been like family. They helped me with a lot of things. like housing, filling a lot of forms, free travel so I can get to school and appointments. They have Food Bank for their students.

They're helping me with my future, like getting my Ls and career. I feel more confident about my career and being independent now. One of my childhood dreams was to learn to swim. Now I'm very comfortable in the water because the River Nile School offers swimming lessons for the students. I want to continue learning and to be a good role model to others.

Parent Engagement

43% of RNS students are their own legal guardians, while 42% of our students live with one parent, guardian or carer, we also had a ward of the state and minors who live with siblings. English is not the first language of our student's 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/carers, 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 9.5 FTE staff, spread across 4 full-time and 13 part-time positions (of which 7 are CALD employees and 4 were in trainee or similar roles).

RNS has maintained high staff retention with its teaching staff, 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 2018, Professional Development (PD) opportunities for RNS focused on three areas; developing staff capacity around trauma-informed teaching practice, ensuring excellence in teaching and learning, and maintaining and delivering a strong VCAL curriculum which is underpinned by EAL teaching practices.

To develop staff capacity around trauma-informed practice, a Foundation House Psychologist delivered a tailored PD to all staff focussing on understanding trauma, learning about the Foundation House Recovery Goals (Framework for Recovery), incidental counselling skill development, and ensuring sustainable practice. As part of this professional development, staff reflected on current practices and how RNS already supports students on their recovery from trauma and torture, and further developed practices around how to better ensure that recovery goals are realised for students.

To ensure excellence in teaching at RNS, staff attended a tailored professional development session with a School Principal from a Department of Education and Training (DET) rural school where many of the students had experienced trauma and intergenerational trauma, similar to the RNS cohort. This session allowed staff to explore High Impact Teaching Strategies to enhance student achievement, engagement and wellbeing. From this session which focused in on developing shared pedagogical approaches across the school, the initial teaching priorities identified were explicit teaching and multiple exposures (message abundance).

To enhance EAL and VCAL teaching provision, all staff were given time release to attend workshops and webinars dedicated to various aspects of EAL and VCAL teaching. Time was allocated in meetings post-PD so that staff could share their key learnings with the team. A further PD opportunity for staff in 2018 has been through the establishment of the Flexi Schools Network, through the City LLEN. The schools that attend the network meetings are "like" schools to RNS in many ways, including delivering VCAL with an emphasis on re-engagement and flexible learning opportunities for students. This network has provided opportunities for staff to network and share ideas and resources across schools.

With RNS being such a unique setting, RNS staff have been invited to share our experiences and story at professional practice sessions. The principal, Lisa Wilson, joined leaders from 90 organisations at the African Think Tank Conference and shared insights from running River Nile School. RNS Teachers also presented at the VicTESOL conference and co-facilitated a workshop with Foundation House Staff to share the model that RNS adopts to engage and support the student cohort.

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 and Business Manager, 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 continue to ensure the RNS has the leadership, governance and resources to continue to develop and flourish in 2018:

- ✓ **Board renewal** with two talented new members joining the Board in 2018, adding to the oversight governance and stewardship of the school.
- ✓ **Information technology infrastructure** including significant upgrade of internet access and hardware along with evaluation of student record management in 2019.
- ✓ **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** 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 was proactively progressed during 2018, to ensure the school 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. Progressing this is a key strategic priority in 2019 and beyond.



FINANCIAL STATEMENT

For the 2018 school year:

Revenue from operating activities

Private income (bank interest)	2,751
Donations, Philanthropic Grants, Fundraising, Service Fees or similar	149,917
State Government Recurrent Funds	258,721
State Government Education Allowances (CSEF and Conveyance)	24,675
Commonwealth Government General Recurrent Funds	832,232
Other Commonwealth Funds	16,210

Total operating revenue 1,284,506

Expenses from operating activities

Salary, wages and related

Principal and Teaching staff	520,036
Education support, welfare and all other staff	175,937
WorkCover insurance	15,150
Superannuation (Employer contribution only)	66,492
Long Service Leave (Provision)	15,567

Total salaries, wages & related 793,182

Non salary expenses

Teaching, Programs, Office & Administrative expenses #	186,340
Occupancy (rent and lease expenses)	83,000
Depreciation	18,240
Professional Management fees (Audit and Consultancy)	19,873
Other expenses	90,636

Total non-salary expenses 398,089

Total operating expenses 1,191,271

Operating Surplus for the year 93,235

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" and is required to do so as an Australian Charities and Not-for-Profit Commission (ACNC) registered charitable organisation.

Office & Administrative expenses includes \$59,163 in Capital Expenditure – which was purchase of basic furnishings and resources for a new school (e.g. desks, chairs, photocopier, notebook computers etc) and \$5,898 for building, grounds and equipment maintenance.

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

The River Nile School Inc

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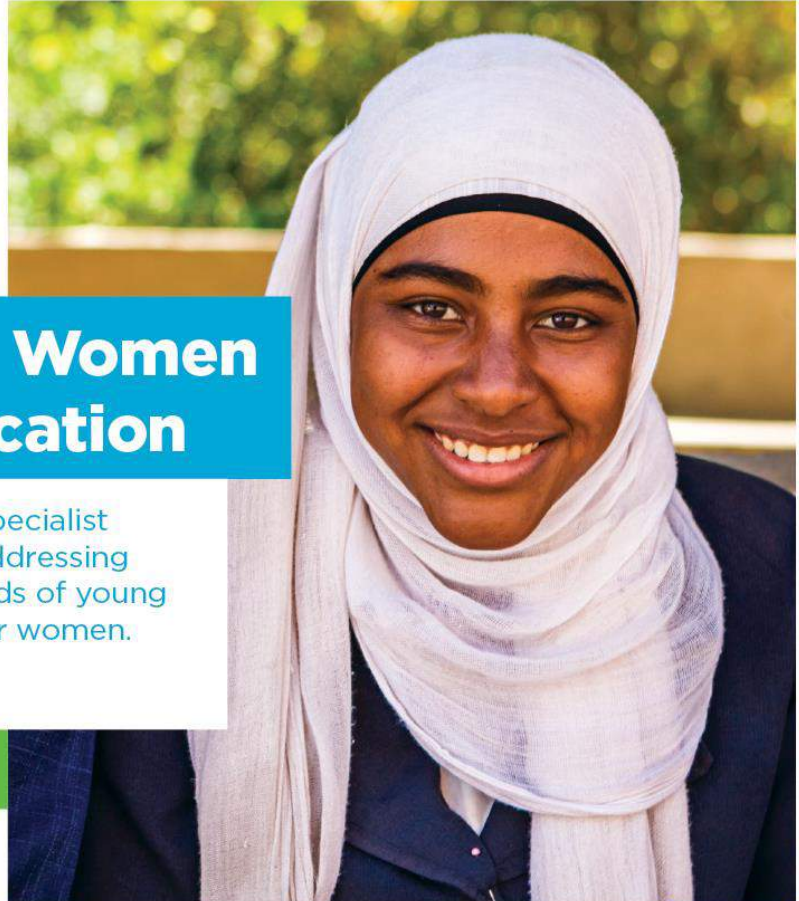
Reg. Inc. Assoc. No. A0048482L

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

- 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

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Donations of \$2 or more are tax-deductible