



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 2020

The River Nile School Inc

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Reg. Association No. A0048482L

Registered school no.: 2111

Reg. School Number 2111

VCAA Provider 15457

DHS (Centrelink) Reg. School No. 32111

Website: <http://rivernileschool.vic.edu.au/>

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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 and peaceful future and the opportunity to gain an education, be part of a community and get a job so they can live independently.

At RNS **we change student's lives** through a personalised approach to learning, using specialist English as an Additional Language (**EAL**), applied-learning pedagogy. Our professional team take on an **authentic mentoring approach**, empowering students to address the complex challenges and trauma in their lives and build healthy and respectful relationships which strengthen their **wellbeing, engagement** and **learning achievements**. Each student is supported to **plan a career pathway**, specific to their aspirations and goals, as they transition from our school.



Our mission is to empower young refugee and asylum seeker women through education, to successfully 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.

2020 has been a year like no other!

The River Nile team has come through the lockdown fatigued but in excellent shape. I'm grateful for the deep sense of community responsibility, teamwork, resilience and courage that our team displayed. Our students and staff remained calm and safe and became adept at adapting and pivoting. Our students have learnt so much about ICT tools and e-learning but more importantly about themselves, kindness and caring for each other. They've achieved many wonderful outcomes, including a book of student stories which speaks to the many complex challenges they've faced in their young lives and which they realise have helped make them so strong. Our student enrolments grew by more than 38% in 2020, with a new student enrolling almost every week of this year. We've attracted high calibre talent to build our professional staff team to meet our growing needs. We've celebrated quite a few Covid-safe births by both our students and staff, which will bring new energy to our Children's Playroom in 2021. The Covid crisis is far from over, but even when it does end, the lessons will continue to inform our risk management and future directions planning – and that will make us even stronger moving forward.

– Lisa Wilson

The River Nile School has accepted the responsibility to embed a culture of child safety and ensure that policies and procedures demonstrate zero tolerance of child abuse in the organisation in accordance with the Education and Training Reform Act 2006, Training Reform Regulations 2017 and Ministerial Order 870.

THE RIVER NILE SCHOOL

CONTEXT

The River Nile School (RNS) is an independent, specialist, inclusive, senior-secondary school, established in 2017. RNS delivers VCAL curriculum, to young refugee and asylum seeker women, who have had disrupted schooling or are struggling to cope with mainstream school. We are also a registered charitable organisation that delivers everything we do with our students for free.

RNS provides a high-challenge, high-support learning environment with a strengths-based approach. We offer small class sizes and teachers and student support staff work collaboratively to achieve the best possible outcomes for each student with individualised learning and wellbeing programs for all students. RNS adopts a holistic model for supporting the unique educational and support



Life Saving Victoria, Multicultural Education Program, South Melbourne

needs of each student, so developing strong student-staff relationships is essential. As our students come from backgrounds where they may have experienced significant trauma and torture, we adopt a trauma-informed approach to our practice.

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** backgrounds. Our student cohort is at the lowest end of the socio-disadvantage profile and among the most marginalised and isolated in our community. Some are preliterate 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 2019, as at the August census, the RNS had:

- 102.5 full-time students, of which 64 (62%) were enrolled in Year 11 and 38.5 (38%) were enrolled in Year 12.

- 94 students (91%) were on Visas; a number of which were Permanent Residents and through 2020 where eligible were assisted to progress Citizenship applications.
- 24 students (23%) were 18 years or younger.
- 43.5 students (41%) had a disability or documented learning intervention need – of which 6 were extensive, 14 substantial and 23.5 supplementary. Most being social-emotional trauma related.
- 79 students (77%) were over 18 years of age and their own legal guardians, a few live with their sibling but the vast majority live independently.
- The vast majority (82%) of our students are orphans or have no parent connection.

Birth regions represented by our students in 2020 included 62% of African heritage (Ethiopia, Eritrea, Somalia, South Sudan, Sudan and the Congo), 16% of Middle Eastern heritage (Afghanistan, Iran/Persia/Kurdish, Turkey, Syria) and 22% Asia (Myanmar/Karen/Chin, Tibet, Pakistan, Sri Lanka, Vietnam).

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 present in their lives with often no stable presence apart from our staff to offer advice or practical help. Most of our students live on a Centrelink Youth Allowance but unlike most Australian born youth, have no family to fall back on for support for periodic high costs essential needs. After paying board or rent and utilities, most of our students typically have only \$50-60 per week to pay for all other essentials. We also have a small number of students who receive a Centrelink Special Benefit payment, which is even less and has strict rules (for example any earnings above \$20 per fortnight are deducted from payments). In addition, we have growing student numbers who 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 2020, we had 13 RNS students who were mums of pre-school aged children or who became pregnant through the year. 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 to 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.

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 linked to the VCAL strands of Literacy and Numeracy Skills, Personal Development Skills, Work Related Skills and a VET (Vocational Education Training) qualification which meets the Industry Specific Skill strand. The Program aligns with a whole school, integrated 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 circum-

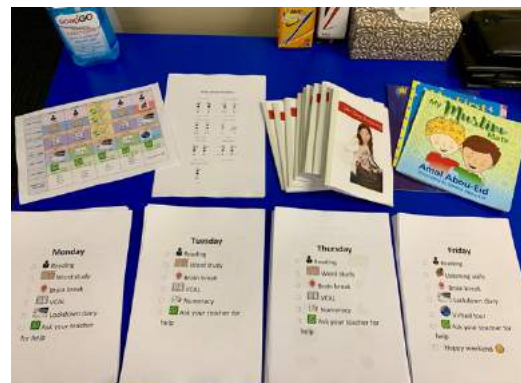
stances and issues of our student cohort to achieve VCAL Learning Outcomes.

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.

As our student cohort is from **EAL** backgrounds, language is identified and utilised as a resource across all areas of the curriculum. RNS uses VCE **Foundation English** (Unit 1) and **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 as well as a class in Allied Health run by ACU.



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 2020, a total of 26 staff worked for the River Nile School, of which we had:

- 7 full time and 19 part-time staff by Head Count.
- 9.6 FTE were the Principal and teaching staff and 10.7 FTE were specialist support or administrative
- All but 1 staff member were female
- No staff of Aboriginal or Torres Strait Islander heritage.
- 13 staff from Culturally and Linguistically Diverse backgrounds, all but one of which came to Australia on refugee pathways.

All teachers are fully qualified, with VIT registration. One teacher has completed a Masters of TESOL from The University of Melbourne, others have post-graduate qualifications in special education, disability and learning intervention and pathways and transitions.

Support staff include a Welfare Director, a Wellbeing Coordinator who is a Registered Nurse, Social Support Workers, Learning Support Workers, an Engagement Coordinator 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 \(www.vit.edu.au \)](http://www.vit.edu.au) and the school meets the prescribed minimum standards for registration as regulated by the [Victorian Registration and Qualifications Authority \(VRQA\)](http://www.vrqa.vic.gov.au) in accordance with the Education and Training Reform Act 2006.

STUDENT ACHIEVEMENTS IN 2020

The effects of the Covid-19 pandemic dominated 2020. Remote learning became the norm for more than half of the year including with VET subjects. There were huge challenges for our staff and students, and they were met with dedication and determination.

- **11 students successfully Attained the VCAL with 1 at Senior 8 at Intermediate and 2 at Foundation:** an outstanding achievement given Covid, remote learning online VET and our students' language difficulties and complex personal challenges.
 - 11 students Attained Cert. II Retail Cosmetics (partial)
 - 5 students Attained Cert. II Salon Assistant (partial)
- **A further 72 students achieved VCAL units in 2020:** 7 at Intermediate and 20 at Foundation level.
- **RNS has its first student starting full time University, Pharmacy at RMIT in 2021**
- **10 students are graduating to further study** with the majority beginning their journey on a range of pathways, including Health Services and Nursing, Health Sciences and Medicine, Beauty Services, Legal Studies and Education.
- Examples of courses RNS students have enrolled in for 2020 commencement include:
 - Certificate III **Health Services Assistance** at Victoria Uni.
 - Certificate III **Individual Support** at SuniTAFE
 - Certificate III **Beauty Services** at Victoria Uni.
 - Certificate IV **Education Support** at Victoria Uni.
 - Certificate IV **Tertiary Preparation** at RMIT & VU
 - A further **2** students are exploring **Student Based Apprenticeships & Traineeships (SBATs)** for 2021 in Certificate III **Cookery** and Certificate III **Children's Services**, whilst still accessing RNS classroom support.
- 10 students participated in and all successfully Attained the **Provide First Aid Certificate** over 2 days in August.
- Vocational Education Training (VET) Certificate 40 students achieved completed units success:
 - 11 students Attained Certificate II in Business
 - 4 students Attained Cert II Sport and Rec
 - 9 students Attained Cert. II Kitchen Operations (partial) and Hospitality(partial)
- **10** students successfully completed a **Work Readiness Program** with **Service Stars** and then obtained paid casual work in Hospitality roles at the MCG until lockdown intervened but with strong prospects for further work.
- **5** students participated in the **Scarf Hospitality traineeship** and mentor program. 3 undertook the whole program and 2 undertook the Taster.
- RNS and The Huddle worked together on **Voice your Voice** - the intermediate class put together a campaign to create awareness on issues they were interested in. The focus was on discrimination and racism and each group made a video addressing discrimination and racism in the workplace and discrimination at school.
- All classes read stories from rebel Girls books and then wrote their own stories. A book was created and all of their stories were published - "**Our Lives Our Experiences**" to much acclaim
- Completion of VET courses online: a great adjustment and lots of providers working together.
- Multicultural **LSV** happened again before lockdown in Term 1
- **Sewing classes** with Rachel Bradstock
- **Swimming** in Term 1 for the new arrivals
- **The Huddle – NMFC exercise classes** at RNS
- Ongoing enrolment of students throughout the lockdowns and that RNS was able to engage these students through online learning with teachers having never met the students face to face.
- The rollout of student laptops so that all students had access to online learning, even though there were issues with data and Wi-Fi access and some students struggled at times to use them. Digital literacy was raised across the classes, sometimes from a previously very low level.

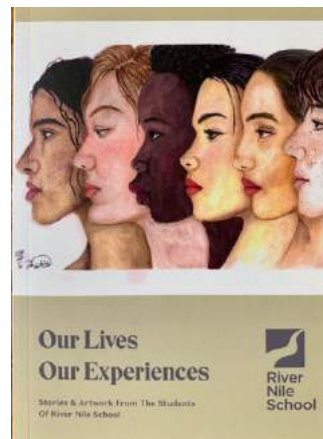
ACADEMIC GROWTH

RNS students' cohort are Year 11 and 12 EAL learners, however a significant number have 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 pathways to which they aspire, including further study and paid employment.

In 2020, the RNS VCAL program was offered at Foundation, Intermediate and Senior levels to address the individual learning needs of the cohort.

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 VET certificates. In 2020, we expanded our VET offering from two to four options, providing partial courses starting in Terms 2 and 3 to cater for the significant numbers of students who enrol at RNS through the year and to enable student to "taste" different VET options. In 2020, 12 students attained Certificate II Business, 9 a partial Certificate II in Kitchen Operations, 24 a partial Certificate II in Retail Cosmetics and 6 a

partial Certificate II in Salon Assistant. This was a great achievement and showed the commitment of both trainers and students.



A new VET course in Allied Health with ACU was offered across 2020 and despite lockdown preventing work placements it was a huge success with 8 students completing enough units to be in a position to finish in 2021.

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 2020 student cohort, 42.5% had a documented disability or learning intervention need (many of which relate to emotional trauma), 12% of students were pregnant or mums of pre-school age children, 75% were their own legal guardian and all were managing complex personal challenges, RNS has relatively high rates of approved and health related absences.

The school environment in 2020 became very challenging for RNS students due the prolonged effects of Covid-19 with associated lockdowns and learning remotely.

Remote learning posed enormous challenges. Students were given laptops and in many cases

needed a secure internet connection and frequent mobile phone top ups. Some were provided with phones as well. They required training in the use of Zoom and WhatsApp. Several students and their families contracted the virus and were in isolation and a significant number lived in locked down Public Housing. There were significant welfare challenges. Remote learning when a student lived in shared accommodation without suitable facilities for study was also a problem. Physical resources were delivered and workbooks posted or couriered where necessary.

RNS developed a coordinated, school-wide approach to remote learning and attendance implemented by all staff. Teaching staff, social support workers and the Welfare Director made

contact with students each school day during lockdown to support both learning and welfare. Students were provided with various options to learn and communicate with staff, for example, through a WhatsApp group, WhatsApp private messages, text message or phone call and email using their laptop. RNS Student Support Mobile Phones were managed by social support workers, and Teacher, Welfare Director and Principal mobile numbers were provided to all students. A great many RNS students lived in Coronavirus hot spots and so remote learning continued for extended periods along with limited twice weekly face to face sessions.

When on site learning was possible 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 encouraged social welfare and case workers to hold meetings in private rooms at our school, where possible, to minimize absences due to such meetings.

Attendance Rates (%) – Year 11 & 12	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Average</u>
50th percentile of students	86	95	95	81	89
All students	68	81	82	71	76

STUDENT SURVEY

Participation rate:

- 52 VCAL students completed the survey in total
- Students completed the survey with the support of an interpreter if required.
- The survey was completed by students in first language groups

Responses:

- | | |
|---|--|
| <p>1. I like coming to school
ALWAYS = 92% SOMETIMES = 8%</p> <p>2. My teachers help me in class
ALWAYS = 85% SOMETIMES = 13% (blank 2%)</p> <p>3. My teachers treat me with respect
ALWAYS = 90% SOMETIMES = 10%</p> <p>4. The other students treat me with respect
ALWAYS = 75% SOMETIMES = 19% NEVER = 2%</p> <p>5. I feel safe when I am at school
ALWAYS = 98% SOMETIMES = 2%</p> <p>6. I learn when I am in class
ALWAYS = 98% SOMETIMES = 2%</p> <p>7. My school gives me the things I need to learn
ALWAYS = 94% SOMETIMES = 6%</p> | <p>8. I make decisions about my learning in the classroom
ALWAYS = 67% SOMETIMES = 29% NEVER = 2% (blank 2%)</p> <p>9. I understand the work that I do in class
ALWAYS = 60% SOMETIMES = 38% (blank 2%)</p> <p>10. I feel comfortable to talk about my problems with at least one staff member
ALWAYS = 60% SOMETIMES = 40%</p> <p>11. I am interested in the work that I do in class
ALWAYS = 90% SOMETIMES = 10%</p> <p>12. Do you have friends at school
YES = 88% NO = 8%</p> <p>13. Did you enjoy/like online learning?
YES = 33% Sometimes = 48% No = 19%</p> <p>14. Learning at home was hard.
Yes = 42% Sometimes = 46% No = 12%</p> |
|---|--|

15. What did you find hard about online learning?

Tick box:

- Too noisy at home = 50%
- No wifi or internet = 35%
- Family Responsibilities = 25%
- Couldn't use laptop = 15%
- Using apps like Zoom and whatsapp = 19%
- Not hands on doing things = 17%
- Had to help brothers or sisters or children learn online = 19%
- No place to work, no desk or table = 40%
- Lonely = 17%
- No teacher help = 19%
- I was confused = 37%

16. What did you think of online learning? Word response:

Negative response:

- Distracted – 2%
- Missed teachers and friends = 4%
- Didn't learn anything online = 2%
- Not good/ineffective = 6%
- Challenging = 2%
- Boring = 6%
- Hard = 42%

Positive response:

- Good = 29%
- More independent = 6%
- Comfortable and relaxed = 2%

17. Since I came to River Nile School, I have improved:

- Speaking 44%
- Feeling confident 52%
- Listening (understanding) 16%
- Writing 31%
- Reading 37%
- Numeracy (maths) 19%
- Using technology 27%

NOTES

Obviously for our students online learning was difficult and the impact on the learning of our students who are already disadvantaged is huge. The factors that caused the most impact on learning at home were:

- Too noisy – 50%
- No Wi-Fi or internet – 35%
- No place to work – 40%
- The areas that students felt they had made improvement were:
- Feeling Confident 52%
- Speaking 44%
- Reading 37%
- Writing 31%
- Using technology 27%
- Numeracy 19%
- Listening (Understanding) 16%

PARENT ENGAGEMENT

78% of students are over 18 years of age and their own legal guardians, a few live with their sibling but the vast majority live independently. 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/carer, RNS strives to involve them in their child/wards education planning but has very limited uptake. A very small handful attend student-parent-teacher meetings and school celebrations.

STAFF SATISFACTION

Staff have been offered the opportunity of a Staff Satisfaction Survey, but this has not previously been implemented as staff felt it would be difficult to achieve statistically significant or anonymous feedback (by staff category) while the school was small.

RNS has maintained high staff retention with its teaching staff, the Principal and Welfare Director since its inception. This provides an indication of staff satisfaction with the organisational direction, goals, management style and type of work undertaken at the school.

As the school has grown, there has been scope to employ more staff to ensure diverse student needs were being met, and to support additional learning intervention needs. With additional expertise in the school, there is more opportunity for staff collaboration, as well as specialisation; and staff can focus on their specific area(s) of expertise and passion. Staff across the board have indicated greater confidence in the security of their employment since RNS became a school, which is positive for staff morale. To support staff wellbeing, RNS has offered regular professional **psychological debriefing** sessions with a registered psychologist to staff since mid 2017, through **Mandala Staff Support (MSS)**.

In 2019 we strengthened this by contracting MSS to provide our formal **Employee Assistance Program (EAP)** and provide one-on-one professional **psychological supervision** to social work staff. In 2019, RNS also boosted employee benefits by introducing a salary sacrifice, **Employee Benefits Card**, administered through PBI (Public Benevolent Institution) Solutions.

This was further improved in 2020.

TEACHER PROFESSIONAL LEARNING

In 2020, Professional Development (PD) opportunities for RNS focused on 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. However the lockdown severely interrupted face to face PD so it was mostly sourced online.

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 (those auspiced by VicTESOL and VALA being often accessed). Time was allocated in internal meetings post-PD so that staff could share their key learnings with the team. Further PD opportunities for staff have come through the Flexi Schools Network, through the City LLEN. The schools that attend this network's 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, especially the Principal, are often invited to share our experiences and story at professional practice sessions, which supports our reflective practice.

RNS became a member of the Australian Association of Flexible and Inclusive Education (AAFIE) in December 2019, to provide staff with access to this growing specialist school professional network and it's resources which proved very valuable in 2020 as lockdown played out.

FUTURE DEVELOPMENTS – RESOURCES AND FACILITIES

The River Nile School is working towards a future where we can support even more young disadvantaged refugee, asylum seeker and new migrant students through our engaging and caring school model in innovative and responsive ways, to meet the evident demand for our specialist education service.

To develop the resources and facilities of RNS to support the school's growth, key steps taken in 2019 included:

- **An additional 161 square metres of office space** was leased so that we now have **all** of the space on level 1 at Capel Street, North Melbourne
- **A small business office property/shop front was purchased** in nearby Victoria Street, West Melbourne. This second property provides RNS with a further investment in property ownership from which we hope to leverage from to secure a property from which the school might fully operate and grow in the next 3-6 years.

In **2021**, further planned steps to support our growth include:

- **Human resource capacity development** to support the growth of the school.
- **ICT infrastructure services review** to strengthen our ICT environment.
- **Strategic Planning 2022-2025** process to be planned and commence.
- **Development of a school infrastructure and property plan** 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 anticipated to be a key strategic plank in the next RNS Strategic Plan 2022-2025.

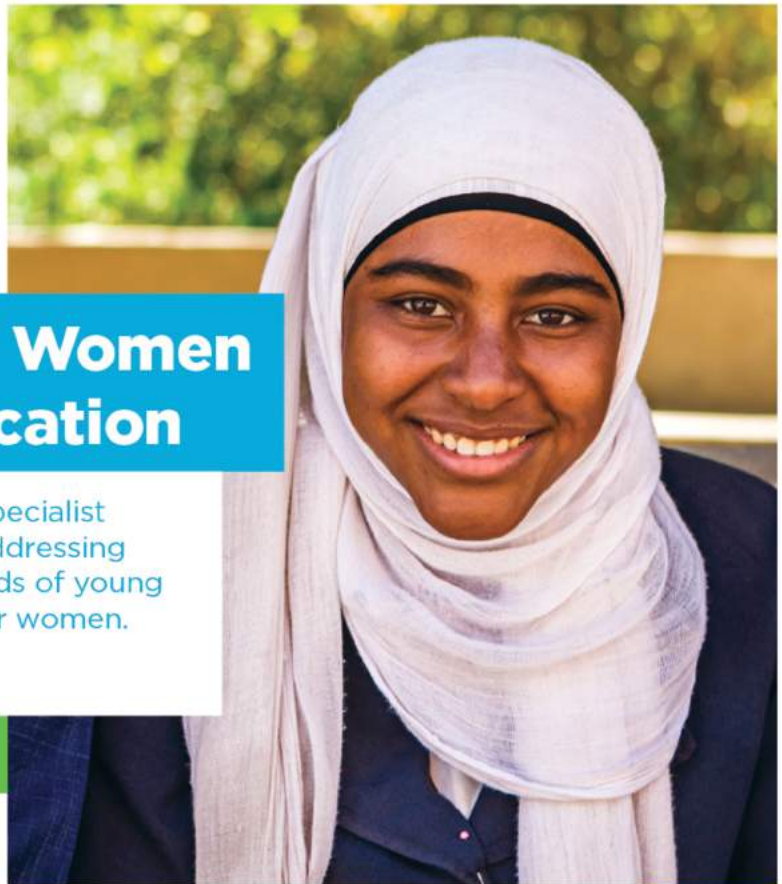
FINANCIAL STATEMENTS

	2020 \$	2020 \$
Income from operating activities		
Private income – subscriptions, interest, rent	20,051	
Donations, Philanthropic Grants & Service Fees	129,067	
State Government Recurrent Funds	780,863	
State Government Education Allowances (CSEF, Conveyance, Students with disabilities)	75,772	
Commonwealth Government General Recurrent Funds	2,786,668	
Other Commonwealth Funds	117,287	
Other income – Independent Schools	10,383	
Total operating revenue		3,920,091
Expenses from operating activities		
Salary, wages and employee benefits related		
Principal and Teaching staff	1,043,491	
Education support, welfare and all other staff	495,186	
WorkCover	12,449	
Superannuation (Employer contribution only)	141,758	
Long Service and Annual Leave Provisions	82,295	
Other staff – HR consulting, First Aid Allowance, Welfare	54,889	
Total salaries, wages & related		1,830,067
Non salary expenses		
Teaching Programs, Resources, Office & Administration	332,735	
Student ICT - computers, iPads, technology consumables	86,889	
Building and Occupancy – maintenance, lease rent	194,910	
Depreciation	54,858	
Professional Management – accounting, audit, consultancy	79,360	
Other expenses – insurance, finance, communications	71,092	
Total non-salary expenses		819,845
Total operating expenses		2,649,912
Operating Surplus for the year		1,270,179

CAPITAL – as at 31 December 2020, RNS had:

- Total Assets of \$4,572,127 the major items are a \$2.05 Million property purchased in Cobden St in November 2019 and a \$ 1.37 Million property purchased in December 2020
- Total Liabilities of \$1,228,806 the major item being \$621,650 in borrowings to support the Victoria St property purchase
- Total Equity of \$3,343,321

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



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



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