



**River
Nile
School**

**Empowering young refugee and asylum
seeker women through education**



ANNUAL REPORT
2022

**RNS is a registered independent school and
registered charitable organisation**

All programs and services are free

Donations of \$2 and above are tax-deductible

2022 ANNUAL REPORT



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Foundation Principal

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and VET & Pathways Coordinator

Susan Kent
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School Operations

Jacinta Bongiorno
Wellbeing Coordinator, Registered Nurse
and Health & Wellbeing Teacher

Nadia Faragaab
Engagement Coordinator

Sarah Douglas
EAL, Literacy & Numeracy Coordinator
and Leading Teacher

Gomathy Nagarajan
Applied Learning Coordinator and Leading Teacher

Marianna Oklander
Business Manager



We proudly acknowledge the Wurundjeri Woiwurrung as the traditional custodians of the land on which we work, teach and learn.

Everyone belongs.

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FOUNDATION PRINCIPAL'S MESSAGE



Every refugee and asylum seeker who comes through our door brings 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 a good education, be part of a community and get a job so they can live independently.

At River Nile School (RNS), we change students' lives through a personalised approach to learning, using specialist English as an Additional Language (EAL) Applied-Learning pedagogy. Our professional team takes an authentic mentoring approach, empowering students to address the complex challenges and trauma in their lives and build healthy and respectful relationships that 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. We believe we are changing our students' lives and making a crucial contribution to build a more inclusive, harmonious multicultural society.

2022 – OUR 6TH YEAR AS A SCHOOL

Our highest previous Victorian Certificate of Applied Learning (VCAL) attainment rate was 23 or 31% of students in 2019. In 2022, 64 or 65% of students attained their VCAL. This is an outstanding achievement by our students, which we congratulate them on. This is testament to

our team's hard work to ensure students with lost time in learning due to the Covid-19 pandemic were supported to complete units to attain their VCAL. As most RNS students undertake a 2 to 3-year program, this percentage result is unlikely to be repeated.

All other students commenced at RNS part-way through 2022, and completed units towards their VCAL. All students also completed Work, Job Camp, Short Course or Vocational Education and Training (VET) Certificates and experience. 19 students graduated having attained their VCAL and a further 11 transitioned on pathways to further study and work.

There continued to be vital, complex work outside the classroom to support student attendance and engagement, including helping students with priorities ranging from housing, Centrelink, incidents, jobs, mental and physical health, women's rights, child safety, planning, budgeting, driving lessons and more.

Our solid results in student attendance, learning progress, outcomes and satisfaction, combined with students referring to us as their family and a place they feel a deep sense of belonging, says a great deal about our approach at River Nile School.

I thank and acknowledge the support of our entire team, Board members, volunteers, donors and friends for their energy, work, commitment and stewardship of River Nile School.

Lisa Wilson AO

*The River Nile School accepts 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 1359.*

MISSION AND VALUES

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.

Our School values guide everything we do.

Our values and what they mean to our students and staff are:



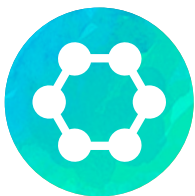
EMPOWERING EDUCATION

- We believe education is a human right and can positively transform lives.
- We will support you to **develop and achieve personalised goals and skills for life.**
- We will **model and demonstrate.** We won't just tell you how, we will show you how.
- Empowering education is student-centred, interactive and **promotes independence.** It gives students the opportunity to influence the themes, issues and knowledge they investigate.



COURAGE

- We speak up for what is right and will advocate for our students.
- Our students are willing to **have a go**, face fears and try again after set-backs.
- We will support our students to think about their sense of right and wrong, so that they can pursue **social justice, equity and fairness** in life.
- Every student at our school has a story of **resilience, courage and hope.** They have shown immense bravery and faced many fears in fleeing harm in their birth country and coming to Australia. These **strengths** will help them build a safer and brighter future.



BELONGING

- **Every student should feel safe, included and a sense of belonging at our school.**
- We **value people's differences** and unique qualities.
- Everyone has a right to **have their voice heard.**
- We acknowledge the importance of each person's **heritage, traditions, identity,** needs and aspirations.



RESPECT

- **We promise to treat you with respect and unconditional positive regard.**
- We accept and support our students and community members for who they are.
- We **care** about and are **kind** to each other.
- We **recognise and celebrate** achievements.

SCHOOL CONTEXT

The River Nile School (RNS) is an independent, specialist, senior-secondary school established in 2017.

The school delivers Applied Learning curriculum to young women from refugee backgrounds, who have had disrupted schooling, are struggling to cope with mainstream school or find our setting more suited to their needs. We are also a registered charitable organisation that delivers everything we do with our students for free.

All students who attend RNS have English as an Additional Language (EAL), so developing student levels of language, literacy and numeracy (LLN) is a central focus.

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 to support the unique education needs of each student, so developing strong student-staff relationships is essential. As our students come from backgrounds where they may have experienced significant complex trauma, we adopt a trauma-informed healing approach in our practice.



CHARACTERISTICS OF OUR STUDENTS

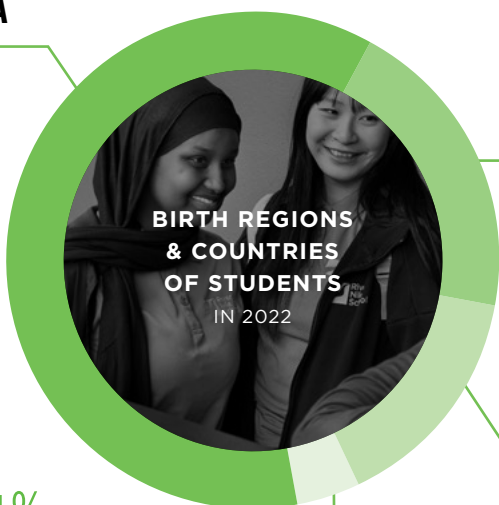
The young women enrolled at the River Nile School are aged 15 – 20+ years, from refugee and asylum seeker backgrounds, and all are EAL learners.

Our student cohort is at the lowest end of the socio-disadvantage profile and among our community's most marginalised and isolated. Some are preliterate or have limited prior years in education, while some have attended school but have limited English language and literacy.

All are interested 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.

61% AFRICA

ETHIOPIA 23
SOMALIA 19
ERITREA 7
KENYA 3
SOUTH SUDAN 2
SUDAN 2
CONGO 2
TANZANIA 2
GUINEA 1



20% MIDDLE EAST

AFGHANISTAN 16
IRAQ 1 IRAN 1 SAUDI ARABIA 1
PALESTINE STATE 1

15% ASIA

MYANMAR/KAREN 9
THAILAND 6

4% AUSTRALASIA

AUSTRALIA 3 PNG 1

	Student # Head Count	Student # FTE
Enrolments:		
- Year 11	66	65.6
- Year 12	34	33.2
	100	98.8
Students on Visas Note 1		88.8
Students with a Disability Note 2		
- Extensive	4	4
- Substantial	17	16.6
- Supplementary	27	27
	48	47.6
Students aged 18 years or younger	17	
Students aged >18 years Note 3	83	
Students with no living or present parent	53	

NOTES:

1 A number were Permanent Residents and through 2022 where eligible were assisted to progress Citizenship applications.

2 NCCD = Nationally Consistent Collection of Data. Most disability is social-emotional trauma related or intellectual.

3 Students over 18 years of age are their own legal guardian. 36 lived with a parent. The majority live independently.

EDUCATIONAL ENGAGEMENT AND WELLBEING

The wellbeing, health and safety of our students is the foundation of the River Nile School approach to student management and we commit significant resources to student engagement, wellbeing and advocacy.

We embrace a Trauma-Informed Practice (TIP) model as most of our students have experienced complex trauma, by the experiences that caused them to become refugees. Models of TIP show the importance of collaborating to support young people and their families who have experienced trauma.

Our school environment is safe, professional, welcoming and orderly. Students often refer to it as being their home. Staff are seen as positive role models of relationships, actions and behaviours. We have a strong focus on consistent predictable routines to improve a sense of safety and security and limit triggers associated with the fight or flight stress response.

Once in Australia, there are several stressors that can continue to impact upon the mental health of our students and, in some cases, may be more salient to the development of psychopathology than pre-migration trauma exposure.

At RNS, embracing our TIP and ensuring our students are able to engage in their education, we work extensively and collaboratively with many external agencies to provide advocacy and support navigating often complex systems. This support helps break down engagement barriers and is a key to our strengths-based model in responding to student's hierarchy of needs.



THESE ORGANISATIONS INCLUDE:

- Orygen Youth Mental Health
- RCH Young People's Health Service
- RCH Immigrant Clinic
- Foundation House
- North Melbourne Family Medical
- Community Health Centres
- Refugee Minor Program
- Settlement Services
- Safe Steps
- Foyer Youth Housing
- Foodbank
- Inner Melbourne Community Legal
- Rotary Emergency Relief Networks
- Dept. of Families Fairness & Housing
- Dept. of Justice - Work and Development Permit Scheme
- Utopia Refugee & Asylum Seeker Health

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 (of ~\$530 per fortnight for a single with no child) but unlike most Australian born youth, have no family to fall back on for support for periodic high-cost 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 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, lunch, food staples and material aid to reduce barriers to their school engagement.

In 2022, we had 8 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.

Our school nurse continued to lead Covid-19 safety including with onsite Covid-19 vaccination in the first week of the school year. Students said RNS offering vaccination gave them confidence to get vaccinated because they trust us.

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.

Our Learning Program aligns with the VCAL strands of Literacy and Numeracy Skills, Personal Development Skills, Work Related Skills and a VET qualification to meet the Industry Specific Skill strand.

As our student cohort is from EAL backgrounds, language is identified and utilised as a resource across all areas of the curriculum – as a key to the RNS model.

The RNS VCAL program is run over two years in recognition of the complex needs of our learners. 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 two years, each student must complete 1,000 nominal hours of VCAL including a VET course. 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 also allows for our student cohort to work within their literacy and language abilities and at a pace they can realistically achieve.

In 2022 we shifted to RNS teachers teaching our VET programs, with iVET as our administering RTO.



ENRICHMENT PROGRAMS

Enrichment programs form a core part of the curriculum. These are chosen to support our specific student cohort's personal development, engagement and learning.

In 2022 our offering included:

- Women's health and rights including reproductive rights, respectful relationships, child safety, consent, pregnancy and healthy living.
- Student Leadership to develop students' leadership skills and give students a Voice in our school and their communities.
- Life Saving Victoria (LSV) Multicultural Program run in Term 1 annually at South Melbourne beach.
- Swimming lessons at the City Baths.
- Music therapy, singing and creative programs
- Sewing classes with fashion designer, dress maker and tailor Rachel Bradstock
- Sport and Exercise classes run by The Huddle, at North Melbourne Football Club.
- Voice Your Voice, a project with The Huddle and the RNS Intermediate class creating an awareness campaign with a video on discrimination and racism in the workplace.
- Mentoring personalised to each student's needs or a learning goal in partnership with the Centre for Multicultural Youth and The Helping Hand Project.
- Digital literacy programs – a priority across all RNS classes and learners.
- School Camp held at Anglesea in November developing social, physical and life skills.

OPTIMISING GROWTH, OUTCOMES AND SUCCESS

RNS students 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 academic records from which to measure growth while others have found learning in their previous education settings challenging.

There is considerable observed growth in student personal satisfaction and engagement in the learning, completion and attainment of VCAL and VET units and progress to pathways to which they aspire, including further study and paid employment.

We personalise learning to ensure that all students achieve success and can access the curriculum at their point of need on the same basis as their peers. We endeavour to understand and address the strengths, barriers and learning needs holistically to ensure that our students can access the curriculum. We know we need to meet these needs so our students can learn effectively.



We use a variety of diagnostic tools and measures to understand this and have developed many of these ourselves so that we can measure growth. Tools we use are diagnostic numeracy and literacy rubrics that have been mapped against various curricula, including VCAL, EAL continuums and ACSF levels. From this, we can ensure that students are matched to an optimal learner level. We have developed Learning Skills rubrics that clearly outline the skills necessary to achieve success and help support all students with executive functioning.

We understand that students who have experienced trauma have difficulty with memory, so we teach in a trauma-informed manner that recognises this.

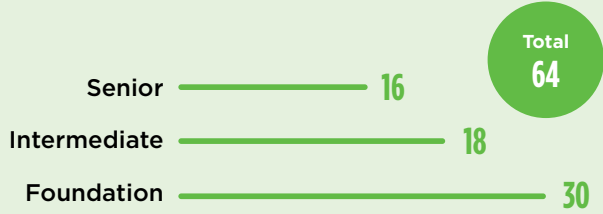
In 2022, the RNS VCAL program was offered with:

- **4 Foundation** classes
 - **1 Intermediate** class
 - **1 Senior** class
- **Class sizes** of 14 – 18 students.
- **Enrolments** were taken across the school year to meet new arrival needs
- **3 Learning Support staff** worked closely with teachers between 2 classes to ensure every student was supported.



STUDENT ACHIEVEMENTS

VCAL ATTAINMENT



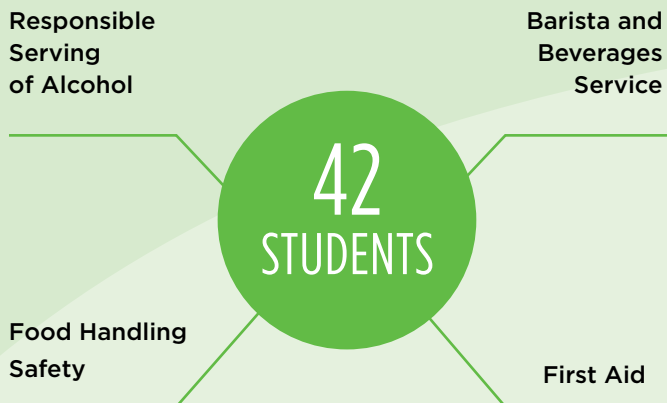
A further 36 students achieved VCAL units



VET CERTIFICATE ATTAINMENT



SHORT COURSES AUSTRALIA CERTIFICATE ATTAINMENT



First Aid Certificates were completed by a further 32 students in the Community Services and Work Skills Certificate II.

PATHWAYS AND TRANSITIONS

All RNS students receive one-on-one pathway counselling and planning guidance, develop a Career Action Plan and receive proactive transition support.

RNS has a Pathway Scholarship Fund, supported by generous donors, to support our students with some of the costs of transitioning to further study.

The Don Edgar Memorial Scholarship of \$5,000 was awarded in 2022 to Zabiba Hussen (page 8).

Commendations with \$500 were awarded to:

- Hildana Meles
- Kume Mohamed
- Fatuma Mohamed

A Melbourne Rotary Scholarship of \$1,000 was awarded to Fatuma Romadan.

RNS Alumni continue to access learning and tutoring with RNS, if needed, to set them up for success.

19 students graduated and are transitioning to **further study or traineeships** in a range of pathways, including

- **Bachelor of Nursing** – Australian Catholic University (ACU)
- **Diploma of Counselling** – Institute of Health and Nursing Australia (INHA)
- **Pathology Collection Certificate III** – LabTech Training
- **Children’s Services Certificate III** – Gowrie (Vic.)
- **Commercial Cookery Certificate III** – Free to Feed
- **Dental Assistant Traineeship Certificate III** – Royal Melbourne Institute of Technology (RMIT)
- **Accounting Certificate IV** – RMIT
- **Education Support Certificate IV** – RMIT
- **Tertiary Preparation Certificate IV** as a bridging program for a Bachelor of Education – RMIT

11 students moved onto employment.

70% of students were continuing with RNS.

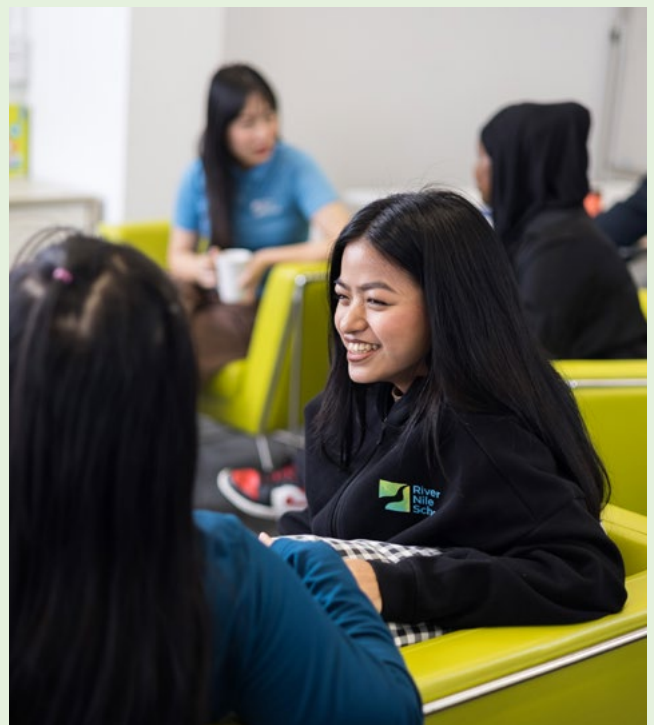
“ **RIVER NILE SCHOOL HAS BECOME A HOME FOR ME AND DOESN’T FEEL LIKE JUST A SCHOOL** ” -RAHMA

STRUCTURED WORKPLACE LEARNING COMPLETION

Settings	#Students
Iress Software Head Office	12
Myer Department Store	10
Aged Care e.g. Doutta Gala	7
Children’s Service – various	5
Charities e.g. Ozanam House	4
Clothing & Textiles e.g. Second Stitch	2
Various other: Free to Feed (cooking), Neighbourhood House, Ethnic Communities Council, Painted Pony	4
Total	44

Scarf Hospitality traineeships – 3 students

Casual and part time work outside of school hours – 22 students.



STUDENT'S IN PROFILE

DON EDGAR SCHOLARSHIP RECIPIENT 2022

I came to River Nile School in 2019 and immediately I felt this was the place I would be able to continue my education comfortably. I felt River Nile School was right for me as a VCAL school and because of the support they give to young women from different backgrounds.

In 2022 I graduate after completing my Senior VCAL. I'd like to thank everyone for their love, support and guidance. I aspire to become a beauty therapist and dream to have my own salon in the future. Next year I plan to study a Diploma of Counselling. This scholarship will help me with my pathway and to embrace opportunities for success in my life.



I will continue my relationship with this school by being an ambassador. I will encourage and guide future students by being involved, sharing my experiences and helping students in their educational journey.

- Zabiba

DON EDGAR SCHOLARSHIP RECIPIENT 2021 – 12 MONTHS ON

I am a former refugee from chin state in Myanmar. I completed Senior VCAL and graduated from River Nile School in 2021. I was overjoyed to be chosen as the Don Edgar scholarship recipient for 2021.

The Scholarship gave me the chance to pursue an education without having to worry about money for expenses like public transport, books and supplies.

The scholarship allowed me to prioritise further study. I was able to concentrate on learning and completed my pathology course and placement at the Epworth Hospital. I am grateful for the kindness of the people who donated to the scholarship and this has motivated me to provide a hand to others and give back. I aspire to serve as an example for other students at River Nile School.

After I completed my pathology course, I was offered a job in Warrnambool but I could not accept it because my family rely on me for everything. So I did food delivery with my brother while looking for a job in Melbourne.

I got help from River Nile School especially with my resume from Jacinta the school nurse who knows about the health field. I got a job with Melbourne Pathology and started casually for 8 weeks of training. Before my training finish they offered me a full-time position which I accepted.

I now work on ward rounds and in the clinic at Epworth Hospital full-time which I love.

- Dim / Anna

MELBOURNE ROTARY BADENOCH SCHOLARSHIP RECIPIENT

Fatuma arrived in Australia in 2019 from Eritrea. At the age of 13 she became a carer for her two younger brothers after their parents died. When she started school in Australia she had not learned English before and had had little prior schooling.

At first, Fatuma was frustrated by not feeling able to communicate but was determined to learn. She demonstrated an amazing ability to advocate for herself. As she grew more confident and comfortable, we saw her kindness, strength and pride shine through. Over the last 4 years, Fatuma has attended school regularly, even through extended periods of online learning due to Covid-19. She has also taken up opportunities to develop her interest and skills in

sewing, through sewing class at River Nile School. In 2022 Fatuma really consolidated her learning and is ready for a new stage in her education and work life. She achieved the Foundation VCAL certificate and participated in a work experience at a textiles social enterprise. In 2023 she plans to study towards a Certificate III in Textiles while continuing work placement. She's also committed to attending school part-time to continue improving her English.

Fatuma has a talent for sewing and design and is actively developing her skills. She intends to open her own alterations business in the future. This scholarship will assist her to purchase materials. She described it as a big win in her life.

STUDENT ATTENDANCE

As a re-engagement school, RNS has students enrolling across the year.

In 2022, 47.6% had a documented disability or learning intervention need (mostly related to social-emotional trauma), 8% of students were pregnant or mums of pre-school age children, 53% lived independently, and all were managing complex personal challenges. As such, RNS has relatively high rates of approved and health-related absences.

RNS had a coordinated, school-wide approach to engagement and attendance. Teaching staff, social support workers, the Engagement Coordinator and Wellbeing Coordinator made contact with students with unexplained absences each school day.

Students were provided with various options to communicate with staff such as a WhatsApp group, WhatsApp private messages, text message, phone call and email.

RNS Student Support Mobile Phones were managed by social support workers. Teacher, Wellbeing Coordinator, Engagement Coordinator, Assistant Principal and Principal mobile numbers were provided to students.

We also encouraged social welfare and case workers to hold meetings in private rooms onsite at our school, where possible, to minimize absences due to such meetings.

ATTENDANCE RATES (%) YEAR 11 & 12

50th percentile of students	84
All students	76

STUDENT SURVEY

RNS has considered the surveys used by Independent or ‘Like’ schools would enable comparison with other schools. However, due to our students low English literacy levels, to ensure our survey is accessible to our students, since 2017 we have used a survey with questions designed in-house for our cohort.

PARTICIPATION:

- 50% of VCAL students completed the 2022 survey
- Interpreter support was available if required
- Students complete the survey in 1st languages

RNS results highlight many strengths. An area of continuous focus is ensuring students feel comfortable talking about problems with at least one teacher / staff member (Question # 10).

Many people from complex trauma backgrounds have experienced fundamental breaches in human trust, which can take a long time to heal. We strive to help each student build relationships with trusted adults to share challenges, and so they can seek help when needed.

	Always %	Sometimes %	Never %
1 I like coming to school My teachers help me in class	92	8	-
2 My teachers help me in class	92	8	-
3 My teachers treat me with respect	94	4	2
4 The other students treat me with respect	80	18	2
5 I feel safe when I am at school	94	6	-
6 I learn when I am in class	90	10	-
7 My school gives me the things I need to learn at school and online (e.g. MYKI, books, notebook, USB, headphones)	100	-	-
8 I make decisions about my learning in the classroom	78	22	-
9 I understand the work that I do in class	86	14	-
10 I feel comfortable to talk about my problems with at least one staff member / teacher	62	36	-
11 I am interested in the work that I do in class	82	18	-
12 I have friends at school	94	-	6
13 My school helps me get ready for work	82	18	-
14 I can be a leader at this school if I want to be	56	42	2
15 I feel proud about being a student at this school	88	12	-

**TICK TWO OF THE FOLLOWING.
SINCE COMING TO RNS,
I HAVE IMPROVED:**



Reading
22



Writing
31



Speaking
34



Listening
(Understanding)
28



Feeling
Confident
31



Using Technology
(e.g. Laptop)
15



Numeracy
(Maths)
22



PARENT SURVEY AND ENGAGEMENT

As a majority of students lived as independent young adults, English is not the first language of our student's parents, and most parents have limited schooling, a parent survey is not offered as it would be difficult to achieve statistically significant engagement.

For students with a parent, RNS strives to involve them in their child's education planning but has limited uptake.

A small number attend student-parent-teacher meetings and school celebrations.

OUR STAFF

In 2022, River Nile School staff comprised:

Category	Headcount	FTE
Principal	1	1
Teaching	14	12.2
Education, Specialist Support & Administrative	17	13.6
	32	26.8



- All but 2 staff members were female
- 17 staff were from Culturally and Linguistically Diverse (CALD) backgrounds, with a first language other than English. Most came to Australia on refugee pathways.
- No staff were of Aboriginal or Torres Strait Islander heritage.

All RNS teachers are Victorian Institute of Teaching (VIT) registered, or have VIT Permission to Teach (PTT). Four Teachers have completed a Master of Education/TESOL, another is progressing a Master of Education, while another has postgraduate qualifications in special education, disability and learning intervention.

A further 4 have Master or post Bachelor graduate qualifications.

Specialist student support staff include:

- An NCCD (Disability) and Learning (Intervention) Support, VIT registered, Educational Leader
- A Wellbeing Coordinator who is a Registered Nurse and VIT Registered Teacher

- An Engagement Coordinator
- 4 Student Social Support Workers
- 2 Learning Support Workers
- A registered music therapist

We employed a Teacher - Learning Support with funding from the State Government's Covid-19 recovery Tutor Support Program.

The high staff to student ratio reflects our understanding of the high level of specialist, individual support our cohort need to support their engagement and 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.

TEACHER PROFESSIONAL LEARNING

Professional development to address specific learning and compliance needs of RNS is prioritised. In 2022, professional learning included:

- VALA Induction Day and Masterclasses
- VicTESOL professional learning
- Trauma-informed Practice with Foundation House and the Berry Street Education Model
- Cultural Safety Training with ABSTARR Consulting Pty Ltd
- Australian Association of Flexible and Inclusive Education (AAFIE) Conference
- 'Flexi Schools' Network of the City LLEN
- ISV 'Like Schools' Principal's Network
- First Aid Training
- DET Mandatory Reporting
- Information Sharing and MARAM Framework
- DET infection prevention and control in schools (Covid-19)



STAFF SATISFACTION

All staff and RNS Board members were invited to participate in a 360-degree School Leadership Survey of the Foundation Principal, Lisa Wilson, in November-December 2022. RNS utilised the Voice Project, endorsed by the Association of Heads of Independent Schools of Australia (AHISA). There was an 82% response rate (33 completed, 7 incomplete).

Results were overwhelmingly positive and affirming, with a high level of perceived effectiveness, leadership seen to be authentic, with high integrity and commitment to the mission and purpose of RNS. After 3 years of significant growth and change in RNS staff, as well as the impacts of Covid-19 on team development and wellbeing, strengthening staff capacity for the unique education setting needs of RNS is the focus area for continuous improvement.



Staff had the opportunity to engage and provide feedback to the school leadership through regular individual discussions, staff meetings, probation and performance reviews and various consultative processes.

As the school has grown, there has been scope to employ more staff to ensure diverse student needs were met and support additional learning intervention needs. With additional expertise in the school, there is more opportunity for staff collaboration and specialisation; and staff can focus on their specific area(s) of expertise and passion.

Staff wellbeing is supported through the option of professional psychological debriefing sessions with a registered psychologist.

Mandala Staff Support provide our formal Employee Assistance Program (EAP) and individual professional psychological supervision to social support staff.

RNS has offered employee benefits through salary sacrifice since 2019. In 2022 we moved to Simply Green as our service provider to expand the offering for staff.

FINANCIALS

RNS does not charge any student fees. All programs, services, resources, materials, excursions, camps, notebooks, public transport MYKI's and childcare are covered by the school.

	2022 \$	2021 \$
Income		
Private income - subscriptions, interest, rent	4,632	1,367
Donations, Philanthropic Grants & Service Fees	126,933	178,845
State Government Recurrent Funds	1,176,420	1,024,836
State Government Education Allowances (CSEF, Conveyance, Students with disabilities)	119,572	95,753
Commonwealth Government General Recurrent Funds	2,855,396	2,689,925
Other Commonwealth Funds	11,374	-
Other income - Independent Schools	6,972	12,892
Total revenue	4,301,298	4,003,617
Expenditure		
Salary, wages and employee benefits related		
Principal and Teaching staff	1,273,324	1,074,262
Education support, welfare and all other staff	1,014,166	938,662
WorkCover	20,541	20,878
Superannuation (Employer contribution only)	231,121	194,382
Long Service and Annual Leave Provisions	19,779	59,423
Other staff - HR consulting, First Aid Allowance, Welfare	78,297	76,829
Total salaries, wages & related	2,639,251	2,245,589
Non salary expenses		
Teaching Programs, Resources, Office & Administration	335,597	359,407
Student ICT - computers, iPads, technology consumables	73,507	65,851
Building and Occupancy - maintenance, lease rent	326,086	254,874
Depreciation	74,923	81,245
Professional Management - accounting, audit, consultancy	128,995	49,973
Other expenses - insurance, finance, communications	84,682	69,747
Total non-salary expenses	1,023,790	881,097
Total expenses	3,663,041	3,126,686
Net Surplus	638,257	876,931

BALANCE SHEET

as at 31 December

	2022 \$	2021 \$
Total Assets	5,739,797	4,676,505
Total Liabilities	989,542	456,253
Total Equity	4,750,255	4,220,252

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

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**Help us bring change through education.
River Nile School is a registered charitable
organisation as well as being a registered school.**

We provide all our programs, resources and services to our students completely for free, as they are among the most disadvantaged in our community and unable to contribute to the costs of their education.

Our support includes notebook computers, MYKI public transport cards, free childcare for our young mums with pre-school age children and significant welfare, wellbeing and learning supports.

**Please email admin@rivernileschool.vic.edu.au
or visit www.rivernileschool.vic.edu.au/donate**

All donations of \$2 and above are tax-deductible.

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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.



River Nile School

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