

SOWILO COMMUNITY HIGH SCHOOL

2014

ANNUAL REPORT



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Our School at a Glance

Executive Summary

Sowilo Community High School is a small, independent community high school for students in Years 8 to 12 run by Sowilo Community Inc. (Sowilo).

Sowilo caters for educationally 'at risk' youth. Its core business is to focus on young people who have fallen through the gaps in education – give them a sense of belonging, support and increased self-esteem and a value on the importance of learning.

Sowilo intends to establish itself as leading CARE school serving the community.

Mission Statement

Our purpose is the re-engagement of young people into lifelong learning via an alternative, flexible and individualized process. We aim to prepare them for their life journey, empowering them to become creative, responsible adults who are able to make a positive contribution to their community. Sowilo offers a high school learning environment based on the core values of:

- * Building Community
- * Respecting and Trusting
- * Being Responsible
- * Learning and Having Knowledge
- * Embracing Individuality
- * Being Creative and Innovative
- * Being Flexible

Philosophy

Sowilo aims to provide a safe environment where students are supported in a way that enables them to take responsibility for their own learning and behaviour. Students learn on their own enquiry, discovery and creativity and at their own pace.

Teachers at Sowilo act as a learning resource in a consultative role, encouraging students to discover their own learning style.

Students are respected and accepted rather than criticized or punished.

- Established in 2001
- Years 8 to 12
- Independent Community School
- Student Community
- Influencing better outcomes for students.
- Supportive Family environment
- Total enrolment of 76 students
- Affordable fees

Vision

Sowilo has determined that the School will, ideally:

- a) Be recognized as a centre of excellence, demonstrating best practice in innovative education based on student-centred learning.
- b) Be well-resourced, providing an inspiring learning environment in attractive, custom built premises owned by Sowilo
- c) Be staffed and supported by a strong team of dedicated individuals who are skilled in mentoring and supporting young people.
- d) Be an educational community which supports and empowers young people and also involve their families in life-long education.
- e) Have students who are motivated, involved and succeeding on a daily basis to become emotionally, literate and intellectually skilled adults.
- f) Have strong, strategic partnerships with local organisations that provide complementary services or have similar aims.
- g) Have steady roll of 80 to 100 students.
- h) Have former students consistently returning to the School as mentors to the generation of students.
- i) Be managed by vibrant, motivated engaged Council.



History

The Story So far

Sowilo was established by a group of parents who wanted their teenage children to study in an education system that embodied a holistic approach. Dr Adrienne Huber a psychologist and educator working with Edith Cowan University at the time was one of these concerned parents. Others who shared the educational philosophy joined this group of committed parents and under the guidance of Dr Huber began facilitating classes. These initial classes began in term four of the WA school year and were held at the Karrakatta Community Hall with only five students. Six weeks after classes commenced Dr Huber left for Adelaide to take up a university position. While the school operated without registration it was not eligible for any government funding and to keep the school operational the founding parents financed the school.

In keeping with the student centred philosophy of the school, students were asked to name the school and Siobhan Lebel, a keen enthusiast of ancient languages suggested the Nordic word for sun, sowilo could be appropriate. On investigation it was discovered that the word sowilo in the runic alphabet also means illumination, wisdom and knowledge. The students unanimously voted for Sowilo to be the name of their school.



Sowilo's student numbers gradually increased and it became apparent that the majority of the students enrolling in the school were disaffected young people in need of a safe environment and emotional support. Sowilo was attractive because it offered alternative education options, one-to-one counselling, family support, health and care support and literacy and career advice.

Recognition to the gaps in the educational levels of some of our student community generated the implementation of a new program aptly titled 'F.I.G' or Filling In the Gaps. Basic numeracy and literacy classes are designed to meet individual students' needs in supporting their integration into high school learning environment. The F.I.G. program has become integral to forming solid educational foundations which are then built on.

In 2011 the school purchased the Kelmscott building and long term stability in a secure location was achieved. The staff continues to look forward with providing its unique holistic services to young people in the Armadale region of Perth.



Principal's Report

Principals Report 2014

Sowilos' last year has been a year of growth and productivity. With many programs and curriculum developments being implemented alongside many other extra-curricular activities. We have had a steady increase in enrollments and attendance with many welfare issues associated with this increase. Much of the welfare team's work revolves around the following areas:

- Domestic violence
- Self-harm
- Suicide ideation
- Generalised Anxiety Disorder
- Child sexual abuse
- Amphetamine abuse
- Death and grief

Our teaching staff model and management structure has changed, in saying good-bye to Julie Williams we welcome an experienced past Sowilo staff member in Gillian Porter. Gill takes on the role of Curriculum Coordinator alongside La Tali who now fulfils the role of deputy Curriculum Coordinator. This management reshuffle has enabled many changes with our curriculum, focusing on the many aspects of multiple intelligence curriculum that Sowilos' Philosophy supports.

2014 has seen the implementation of many extra-curricular programs that has assisted in the engagement of students that were otherwise disengaged from school. It has also been very fulfilling for staff, in that, they are involved in extra-curricular studies that not only interest the students but also interests them. This angle assists I believe in the rapport building process that is so very important in building stronger relationships. Some of the extra-curricular programs include:

- Project building
- Cichlids
- Power lifting
- Trap, Trance and Dubstep music making
- Wilderness trek
- Kick boxing

In 2014, Sowilo has also started looking toward branching out into various other areas of the southeast corridor to possibly develop another campus in Byford. It is with our business managers experience and skills that has made this a far more possible venture, this is a long process but one that will hopefully grow to fruition through 2015 and beyond!

2015 brings with it an exciting time, our current team works very well together, communicates well, and works with compassion and true care. There are many exciting programs, trips, and activities planned that will hopefully see the further growth of our small but exciting, safe community.

David Marshall

Principal/Senior Social Worker

April 2015



DAVID MARSHALL
PRINCIPAL/SENIOR SOCIAL
WORKER

Curriculum Coordinators Report

3.1 Introduction

2014 has been a dynamic year for Sowilo Community High School as we responded to changes in education on both a national and state level. The challenge has been and will always be to provide the best possible educational model that meets both legislative requirements and the unique needs of our student community.

The staff of Sowilo have continued to provide a quality education in a safe and enriching environment, where curriculum is delivered in a multi-disciplinary approach.

Our objectives for 2014 have been to improve:

- Literacy and numeracy levels and the disparity that is present in our student community.
- Student engagement and participation.
- Student enrolment numbers.

We have addressed these objectives through curriculum and reengagement programs:

The curriculum teaching at Sowilo consists of three integral components:

- Teaching is group based, conducted in learning hubs throughout the school. These learning/teaching hubs focus on curriculum teaching and engagement programs using a variety of teaching methods.
- The Filling in the Gaps (FIG) Program specifically targets low literacy and numeracy levels through direct instruction. The FIG Program is part of every student's learning profile.
- The Integration Program provides a tailored educational setting and arrangement for students who are experiencing extreme difficulties or anxieties in attending school. The integration program is flexible, part time and creates a tailored learning program for each student. The aim of the program is to integrate students into the main school, allowing them to adjust firstly to the school environment before addressing academic needs.

Learning Phases for 2014

In 2014 group based teaching was delivered in the following learning phases:

- FIG classes

Students displaying low literacy and numeracy levels were enrolled in the FIG program where teaching is direct and intensive. These students represent the weakest literacy and numeracy levels in the school. The emphasis of this class is to support these students through a curriculum adjusted program which allows them to access all lower school curriculum areas. The objective for students in the FIG program is to progress into the lower school classes with support in literacy and numeracy but with less discrepancy to peers.

- Lower School classes

All students in Lower School participated in a curriculum adjusted program that included English, Mathematics, Science and History as core learning areas. Other learning areas were accessed through cross curricular programs and electives. These included Geography, the Arts, Information Technology and Design, Society and Environment and Health and Physical Education.

- WACE (Western Australia Certificate of Education) classes

Students were offered English and Maths WACE 1 courses for years 11 and 12. They received support that allowed them to progress through prescribed courses and workbooks at their own pace. This allowed students to enter the course at any time in the year regardless of department cut off dates.

Students were given the option to participate in the Duke of Edinburgh WACE Endorsed Program.

Standardised Assessments:

The following schedule was followed in 2014:

Assessment Schedule

TERM	INFORMAL AND FORMAL PROCESSES
1	<ul style="list-style-type: none">• Whole School Testing – PAT Maths, Spelling, Reading• Year 10 – OLNA• Ongoing testing for new enrolments• Ongoing assessments for learning areas
2	<ul style="list-style-type: none">• Year 7 and 9 – NAPLAN• Ongoing testing for new enrolments• Ongoing assessments for learning areas• Formal end of semester reporting

3	<ul style="list-style-type: none"> • Year 10 – OLNA • Ongoing testing for new enrolments • Ongoing assessments for learning areas
4	<ul style="list-style-type: none"> • Whole School Testing – PAT Maths, Spelling, Reading • Ongoing testing for new enrolments • Ongoing assessments for learning areas • Formal end of semester reporting

3.2 About this report

The Annual Report to the College Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

3.3 Enrolment Policy (extract)

'...Sowilo Community High School is recognized by the State Government as a Special Education/Care School. As such, it is the role of the school to enroll high school aged students who are experiencing significant difficulties while enrolled in mainstream schools...Once enrolled at Sowilo it is expected that students will attend on a regular basis. However, it is acknowledged that not all students will be able to achieve full attendance at school...The Pastoral Care teachers will have the responsibility to monitor and negotiate attendance issues with the child. It is only when non-attendance becomes extreme that, under normal situations, outside agencies will be referred to. Non-attendance at school alone will not be a reason to terminate a child's enrolment. The lack of attendance will be recorded in the Sowilo school system...However it is acknowledged\$ that lack of attendance at school as a factor alone, will not be allowed to be used as a reason to give up trying to re-engage the individual child with the educational process...Sowilo Community will follow the Student tracking System Guidelines...'

3.4 Professional Engagement

Teacher Qualifications

The school employs 3 fulltime and two part-time teachers:

All teachers hold Bachelor of Education Degrees OR Post Graduate Diplomas in Education

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the TRB (Teacher Registration Board).

3.5 Expenditure and Teacher Participation in Professional Learning:

All teachers have undertaken professional development throughout the year with the purpose to improve knowledge, skills and professional standards to aid in the delivery of current and new courses.

Audited financial statements for 2014 reflect that \$11 884 was spent on Professional Development for all staff, with teaching expenses totalling \$3530.50. Participation in AISWA professional development courses are also undertaken by staff where no charges apply.

Professional Development for 2014 has included:

- Mandatory Reporting
- Senior First Aid training
- SEQTA Training
- Gatekeeper's Course
- Sharp Reading
- Literacy in CARE Schools Network Meeting
- Whole School Curriculum Planning

Subject specific workshops for new curriculum courses and Endorsed Programs to be delivered in 2015

3.6 Student Attendance

WHOLE SCHOOL ATTENDANCE				
% attendance	Term 1	Term 2	Term 3	Term 4
0-20%	4	7	9	9
20-40%	8	5	2	7
40-60%	6	12	6	5
60-80%	21	13	13	17
80-100%	19	30	38	30
Total students	58	67	68	68

These statistics should be analysed in the context of a Curriculum and Reengagement (CARE) school.

3.7 Literacy and Numeracy Benchmarks:

In 2014 a total of six students participated in the National Assessment Program - Literacy and Numeracy (NAPLAN). Results were not published on the 'My School' web site (which features the results of all schools that test a minimum of 10 students).

Online Literacy and Numeracy Assessment (OLNA) was introduced to schools for the first time in 2014. The culture of standardised testing as an indicator of future options is a new phenomenon in the WA educational setting for year 10 students. Many students found it difficult to adjust to the expectations placed upon them. For most, this was the first time they have been subject to formal testing which directly impacts their opportunities for the future. It is expected that students will be less anxious in the future as they become more accustomed to the idea that NAPLAN and OLNA test marks could aid future choices.

OLNA Results Analysis

Number of students required to participate	26
Number of students who attended	15

Results obtained

	Category 1	Category 2	Category 3
Reading	3	6	5
Writing	6	6	1
Numeracy	2	7	5

3.8 Year 11 2014 Performance Data

Number of Students studying English and Maths 1A subjects in 2014.

Number of students enrolled in English 1A	12
Number of students enrolled in Maths 1A	13
Number of students who completed English 1A in 2014.	2

Analysis of Students studying English and Maths 1A courses who have discontinued enrolment

Reasons for students not completing course in 2014.	Slow progress through the course. Late enrolment in the course. Low attendance. Post school options.
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3.9 Year 12 2014 Performance Data

Number of Students studying Maths 1B and D and English 1D in 2014.

Number of students enrolled in Maths 1B and 1D.	13
Number of students enrolled in English 1D.	12
Number of students who completed Maths 1B and D in 2014	5
Number of students who completed English 1D in 2014	2

Analysis of Students studying English and Maths 1B, D courses who have discontinued enrolment

Reasons for students not completing course in 2014.	Slow progress through the course. Late enrolment in the course. Low attendance. Post school options.
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Year 12 student's 2014 Intention table

Two year 12 students completed their intended year 12 program and have moved on to post school activities. 21 students who were enrolled in WACE courses in 2014 have continued with their schooling at Sowilo in 2015.

3.10 Value Added

Students at Sowilo are encouraged to participate in specialised programs that enables the development of a variety of skill and opportunity. These programs are facilitated by talented staff and include:

- Brazilian Jiu-jitsu
- Weights
- Kick Boxing
- Art classes
- Desert Trek
- Fishing
- Music

3.11 Post-school Destinations

We are proud to acknowledge the continued achievement of Past Sowilo CHS students who have successfully engaged in numerous post high school studies or careers. Here are a few examples:

Sample Student Success 2010-2015

Matt	TAFE (Sound and Audio)
Hannah	Notredame University (Teaching)
Loki	University of Western Australia (Physics and Chemistry)
Liza	Curtin University (Nursing)
Jordan	Sign Writer
Libby	Pastry Chef
Jen	Beauty School
Kirsten	Administration
Caity	TAFE
Cassie	Curtin University (Photography)
Karren	Free-lance Artist
Kelly	TAFE (Diploma Of Welfare)
Bonni	Certified Electrician
Jo	Apprentice Boiler Maker
Esther	Apprentice Hairdresser
Jordy	Melbourne University (Writing)
Jacqui	Melbourne Institute of Business (Certificate 3 in Business)

3.12 Parent, Student and Teacher Satisfaction:

The teaching, pastoral care and management of the school are in constant contact with parents or guardians, regarding any welfare or educational issues that may arise. Students are offered in-school counselling if deemed necessary or helpful by experienced and qualified staff.

The management of Sowilo operates on an open door policy where urgent issues from students or staff can be addressed immediately.

3.13 Conclusion

In 2014 the staff of Sowilo Community High School have continued to provide a model of education that furthers the vision of our school as we continue to be leaders in the education and reengagement of young people.

This information on the 2014 school year is provided to comply with the Annual Report required by the Federal Government and is accurate to the best of my knowledge.

Gill Porter
Curriculum Coordinator
Sowilo Community High School

Modelling/Cosplay

The Modelling program was designed by Kayla Marie Richter to help teach our students skills in wardrobe styling, runway techniques to acquire poise and posture, working in front of the camera, make-up application and participating in a real photo shoot. Then to build these skills into everyday life that will stay with you when manoeuvring through life's challenges.



Modelling Program

The Cosplay program was designed by Danni Guyer to help build confidence in students who would otherwise remain shadows in the corner, it takes the socially awkward and builds their self-confidence to the point where they no longer care that they don't fit in, that it is okay to be an individual and to be as strange as you want to be.

Cosplay is a performance art in which students wear costumes and accessories to represent a specific character or idea that is usually identified with a unique name, basically playing dress up to the extreme.



Sustainability

Under the brilliant leadership of our gardening guru, Sowilo has implemented a garden program. With limited space the gardening team are very creative in using small space to create a healthy and vibrant garden of cacti, vegetables and plants.

All the garden beds are made of recycled materials and are created in a way that uses many different construction skills.

Sowilo has a beautiful cacti farm out the front and a productive vegetable garden and compost out the back with a new water tank installed in 2014.

Water from the [Cichlid Program](#) helps water the garden using nutrient rich water and we always aim to recycle and create sustainable food sources.

- weekly pH testing and Nitrite testing
- cleaning and caring for the tanks
- monitoring the ecosystems and making changes where appropriate (if some fish are eating others for example!)
- working out volume and capacity to make water changes
- decorating tanks and the cichlid area

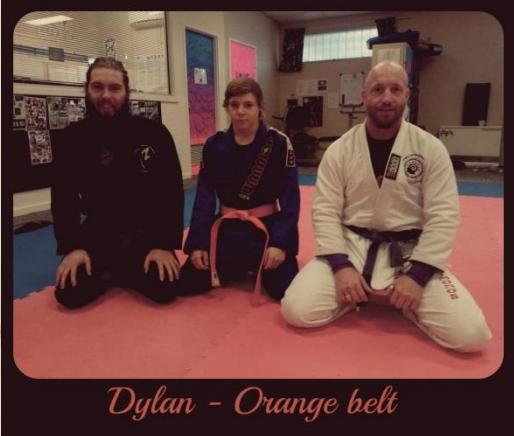
This program was initiated to teach students how to care for Cichlid fish and to develop their math, English, art and science skills with a more hands-on approach. Students worked in groups and each group was allocated a fish tank and fish. They have to complete various tasks, activities and assessments to earn points. These points are then traded in to purchase extra equipment for their fish i.e. Plastic plants, decorative coral, shells, wood, stones and swimming chambers were used to make their tanks more aesthetically appealing and creating a healthier environment for the fish. This program will assist the schools sustainability goals through the use of aquaponics in which recycled nutrient rich fish water is used to water the garden.





Brazilian Jui Jitsu

Over the years, students from Sowilo Community High School have linked in with Legion 13 to start training in the elaborate art form of Brazilian Jiu Jitsu. BJJ has been part of our sporting curriculum for quite some time and it has instilled a culture of respect, strength and resiliency among all that take part. Run by our youth worker and State, National and Pan Pacific Champion, Kyle Baker (Brown Belt) and assisted by Principal Dave (Blue Belt) we explore BJJ technique and ethics of sportsmanship on a weekly basis.



Wilderness Trek

The trek is designed to teach students self-responsibility, strength, resilience and the ability to believe that they can do things beyond their imagination. It is also designed to help students understand that they need to think for themselves to keep ahead in this life we all lead. In short, Students are given 40 points a day, these points act as money at the end of each day. Each student is placed either in a team or as an individual. This can change at any time. In each activity or process, students may lose points if they don't respond in time. Most instructions are only given once, with a warning that instructions are coming about 5 minutes before.

Students need to rise each morning within 10 minutes and meet around the fire or fire stick; if they don't they lose points. Then they are given a certain amount of time to get the gear they need for the next 24hours. If they need something later, apart from health related things, it's bad luck! After this it's breakfast! Students are given an array of challenging foods to eat in a certain amount of time. If not eaten in this time, points are deducted. Now once breakfast is done and dusted its walking time. A hydration time is now put in place. Depending on the temperature, 1-2 litres are drank to assist in hydration. Walking time is next with hydration stops on the way. Moving on, we have a practical activity and lunch.

Each activity is marked on:

- **Team Work**
- **Respect**
- **Communication**
- **Completion of Work**

Some activities include;

- **Animal Traps**
- **Yabbie Traps**
- **Navigation**
- **Night Walking**
- **Emergency Fire Beacons**
- **Fire from Flints**



Students spend 4 days camping, completing challenges and daily long walks whilst pushing themselves to the limit! Dave takes his 4WD and delights in supplying students with terrible food such as lambs tongue and sardines :o) Students usually leave the Trek with a great sense of achievement and improved survival skills (and improved appreciation for their parent's cooking!!).

Patrons Report

Who would ever want to be a Patron?

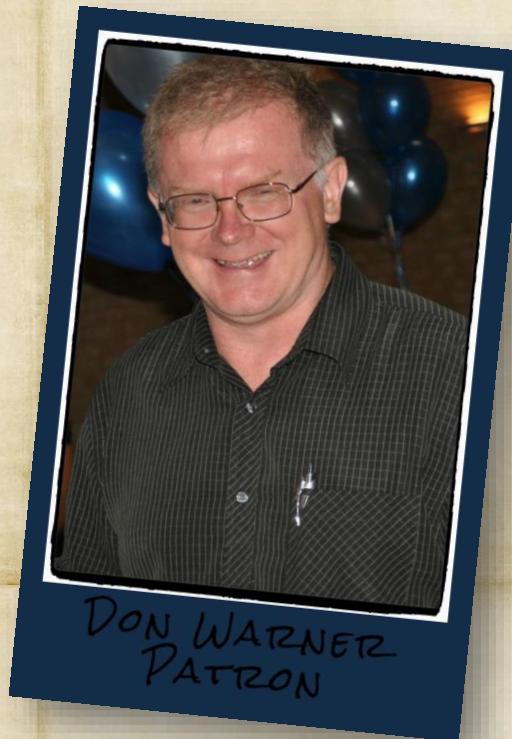
I first encountered the Sowilo School when they applied for a change of use for the gymnasium adjacent to my shop which would enable them to purchase the building and open it as a school. Most local businesses were opposing the idea of a school for disadvantaged kids coming into the area as they were paranoid of the kids detracting from their business and most laughed at me when I declared my support for the school. They told me my food store "Crazy Dons Discount Groceries" would be a target for the Sowilo pupils and they would steal from me. I thank God these business owners were absolutely right, the kids came into my shop, stole my chocolate bars and energy drinks. I thank God because that was my reason for walking into the school and having a chat with Dave the Principle. During that short visit I saw the pain in the eyes of many of the kids obviously struggling with the day to day issues of life. But what I also saw was the dedicated and compassionate staff who were working with these kids to bring them hope.

I was invited to attend the Friday afternoon community meeting where all staff and pupils sit together and discuss "issues of the week". I saw staff and pupils who although they were coming from opposite ends of a problem were working together to resolve day to day issues that impacted school life. We also talked about the impact of negative behaviour in the community and before I knew it my staff were commenting in a very positive way about the Sowilo kids, the language had improved, the stealing had stopped and they looked forward to serving them. Over many months I visited the school and helped in little ways where I could and was very humbled when Dave asked me to be the School Patron.

I continue to see teenagers' lives being changed in such a positive way. They are learning to respect themselves and others, they are making huge strides academically and many of them are leaving Sowilo ready to start work and be a positive influence in society.

I am proud to be the Patron of an institution, no a community which not only cares for disadvantaged teenagers but gives them a hope and a future.

Don Warner
Patron



Business Managers Report

The financial statements for Sowilo Community Inc., for the year ended December 2014 were independently audited by Dry Kirkness, Chartered Accountants, West Perth and in their opinion:

- (a) giving a true and fair view of the Association's financial position as at 31 December 2014 and of its performance and cash flows for the year ended on that date; and
- (b) complying with Australian Accounting Standards to the extend described in Note 1. (*of the Financial Statements*) and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

The 2014 year resulted in a surplus of 9% over its turnover. The majority of the school's income is sourced from Commonwealth and State Government Recurrent Grants as well as CARE school Special Education Grant.

Overall, income increased by 23% from the previous year and so expenditure was increased by 26% to both Student Services and Employment Services. There was a decrease in costs for Property and Depreciation of 20% while Administration costs remained similar to that of the previous year.

The school is financially viable and has met its financial objectives satisfactorily. It has complied with professional standards and practices and continues to uphold its commitment to re-engage students in education and impact positively on the wider community.

Kath Wainwright

Business Manager



Financial Planning and Management

Sowilo adopts careful financial planning to underpin the mission, values and objectives of the School. By implementing professional management of its resources which includes ongoing reviews of key business strategies and strict financial controls in accordance with statutory obligations, the school team can pursue development and access to many innovative, holistic and enrichment programs. The long term financial viability of the school can be assured, leading to greater opportunities for successful student outcomes educationally and with life values.

Business Structure

- a) Non-Government Organization (NGO) Independent CARE School
- b) Registered with the Australian Charities and Not-for-profits Commission (ACNC)
- c) Funded mainly by State and Government per capita grants
- d) Tuition Fees charged per term \$600
- e) Concession Card Holders entitled to 50% discount for tuition fees
- f) Consideration given to 'hardship' status by evaluation of families' ability to pay fees. Evaluation is by a case-by-case basis and further discount or waiver of tuition fees may be applied to families in severe financial hardship.

Corporate Governance – Management of Sowilo

The School Council is the governing body of the school. It will ensure that appropriate systems and procedures are in place to ensure the proper management of Sowilo within the boundaries of its 'Rules of Association'. These systems include but are not limited to:

- A. Compliance with all of Sowilo's legal and statutory obligations as per relevant Acts.
- B. Ensuring resources and staff are allocated.
- C. Complying with contractual obligations.
- D. Reviewing, amending or entering into new contractual arrangements.
- E. Identifying and managing risks, including compliance and insurance requirements.
- F. Interacting with media.
- G. Completion of reporting requirements.
- H. Agreeing and following protocols with other organisations involved with Sowilo.

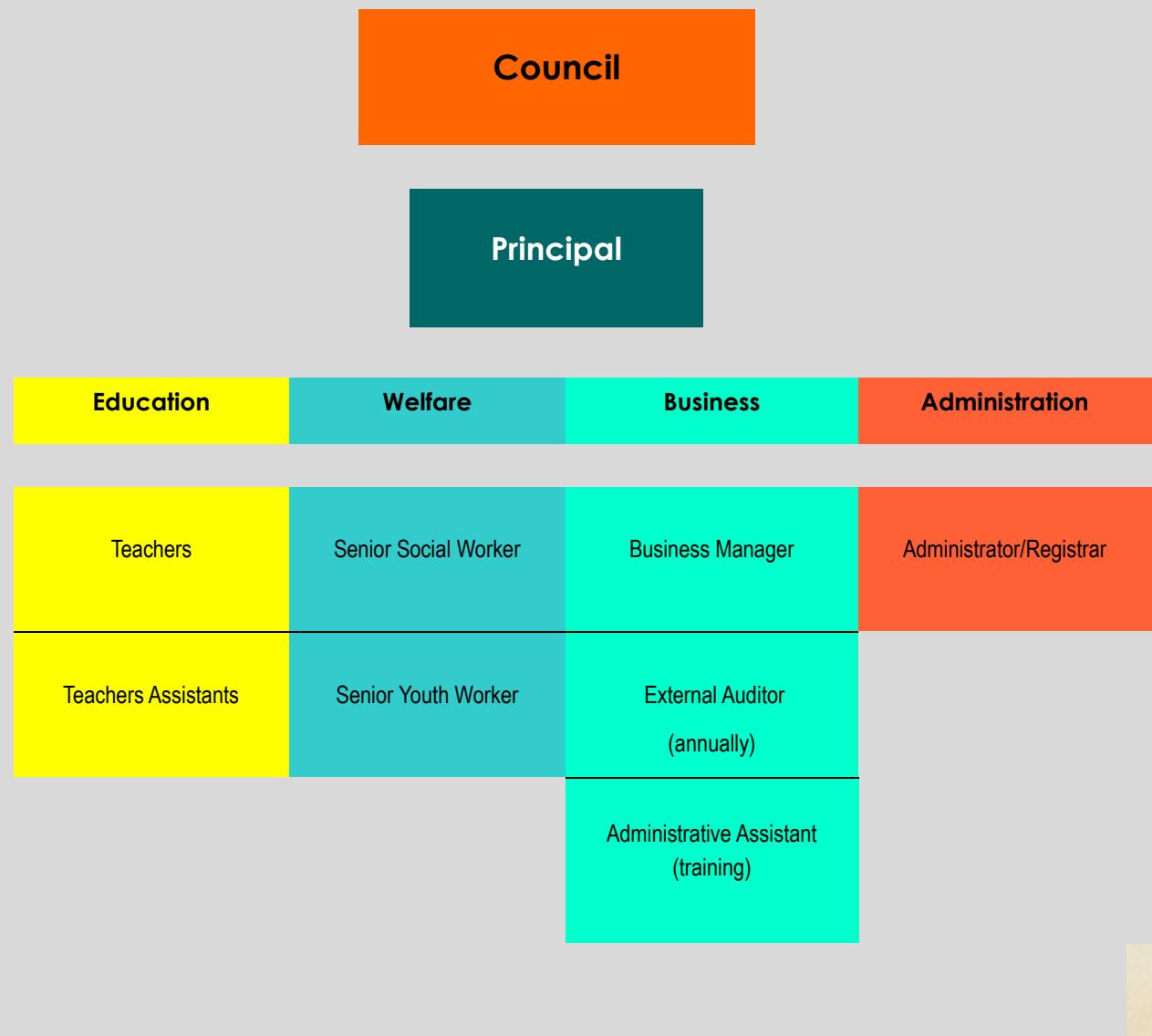
Legal Structure

Entity Type:	Incorporated under the Associations Incorporation Act 1987 (WA)
Date of Incorporation:	9 April 2001
Governed By:	School Council under its Constitution Rules
Registrations:	School Education Act 1999 (WA)
	Charitable Institution under the Australian Taxation Office
ABN:	19 429 824 850
Tax Endorsements:	GST Concession from 1 July 2005 FBT Rebate from 1 July 2005 Income Tax Exemption from 30 April 2001

The School is governed by its Council under its constituent rules. The Council will review the organisational structure and the Constitution regularly to ensure that the existing structure is the most appropriate in light of Sowilo's visions, values and mission statement.

Organisational Chart

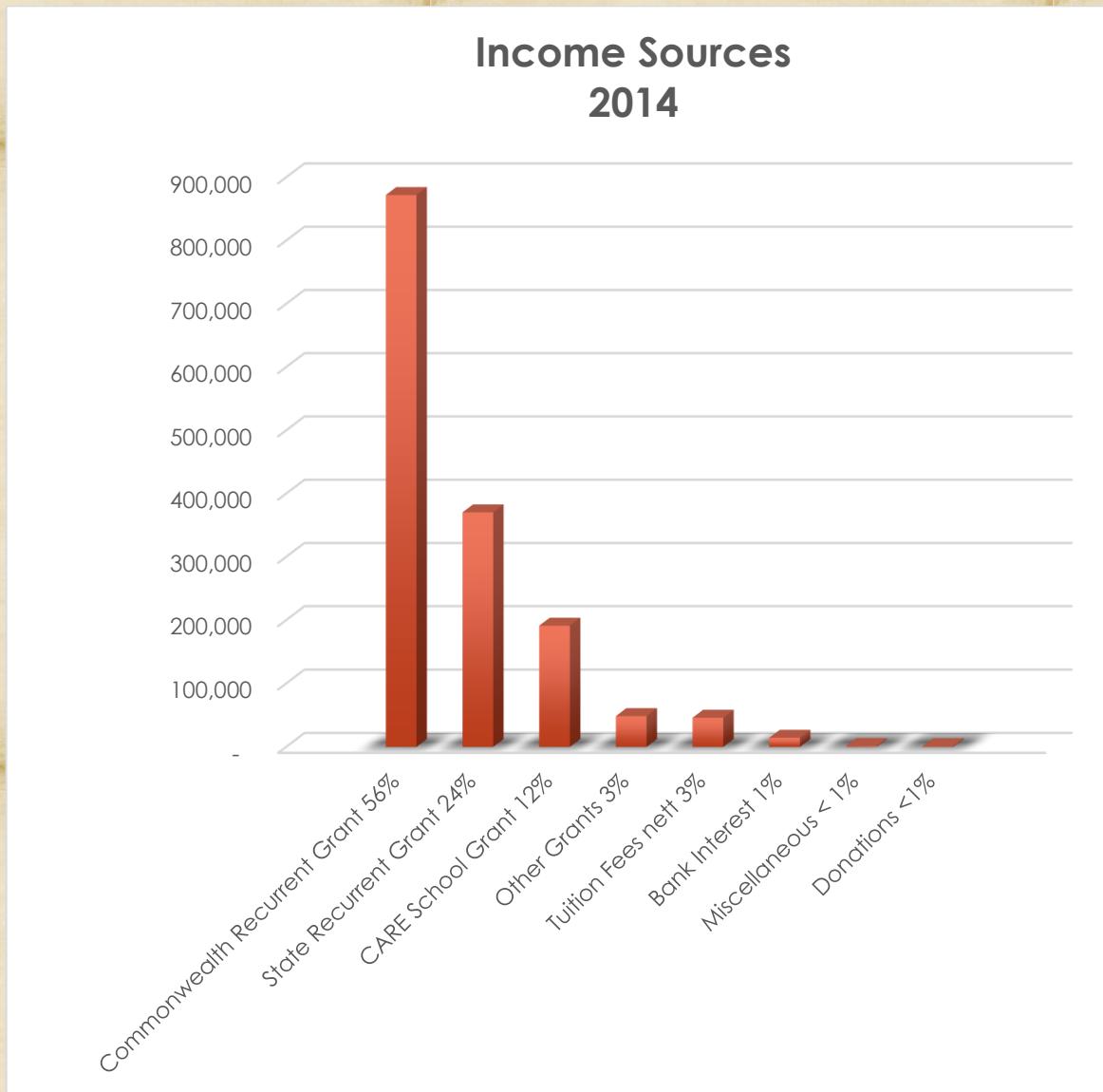
Sowilo Community High School Organisational Structure



Income Sources

The total income for 2014 was \$1,544,489 of which 80% of that income received was sourced through the Governments Recurrent Funding grants.

CARE school Special Education Funding granted \$191,151. Other income included tuition fees, ROSLA, VET and Empowering Local Schools funding.

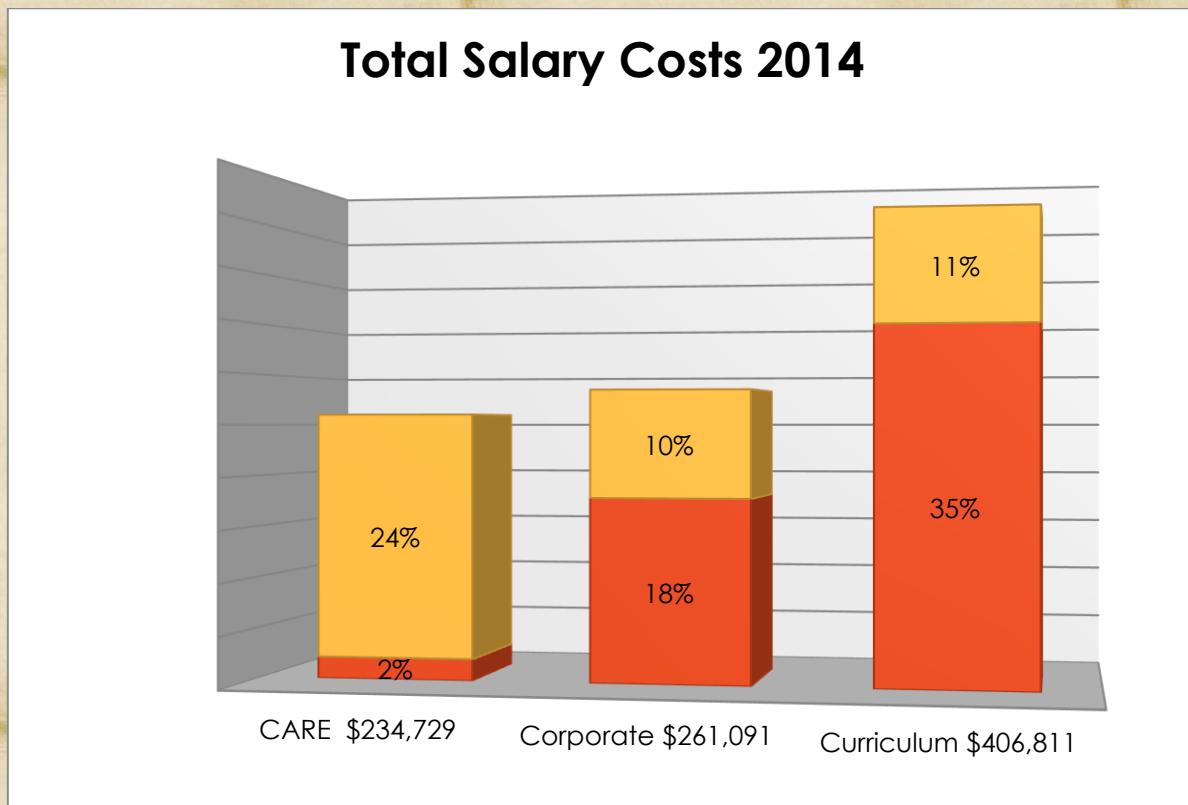


Staff Salaries

Employee Salaries are the largest expense to the school, representing 80% of total expenditure, \$902,630. These costs are classified to the three main departments of the school, i.e., CARE, Curriculum teaching and Corporate Administration. It is noted the Principal's salary is apportioned equally to all three departments.

Almost half of Total Employee Salaries were for Teaching at 45%. Salaries for CARE staff including social and youth workers was 26%. It is noted that \$ amounts are exclusive of superannuation and any on-costs.

There were five (5) employees presiding on the School Council. Their Salaries were 45% of total salaries. The CARE employees represented 53% of the salaries paid to those presiding members.



Employees presiding
on Council

School
Employees

Insurance

Sowilo shall ensure that it carries the appropriate insurance cover by a reputable insurer at all times. Grange Insurance Company acts as Sowilo's insurance broker and current policies held:

- a) Workers Compensation
- b) School Student Personal Accident
- c) Industrial Special Risk
- d) Liability Statutory
- e) Professional Indemnity
- f) Directors & Officers Liability/Co. Reimbursement
- g) Voluntary Workers Personal Accident
- h) Corporate Travel
- i) Professional Fees
- j) Property Insurance

Policies and Procedures Statement

Sowilo shall ensure that it maintains and implements the necessary policies, procedures and related documents in order to ensure that efficient and effective operation of the School and that it is in compliance with all legal requirements.

Sowilo shall prepare and implement any additional policies or procedures that may be required as the need arises.

The Council with assistance from the School management shall regularly:

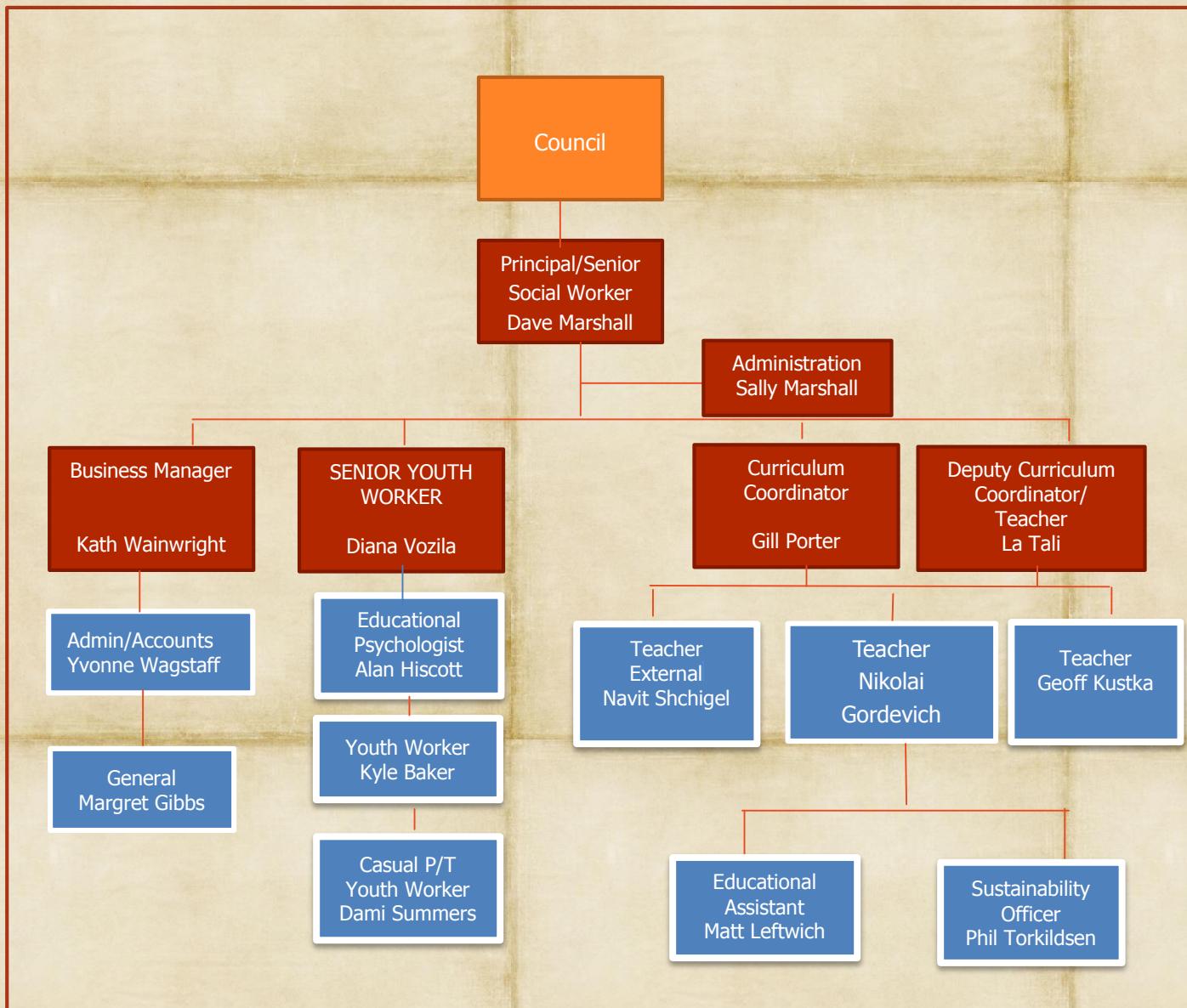
- Review the policies and procedures
- Assess their effectiveness
- Consider whether any amendments are required, or any additional policies, procedures or related documents need to be prepared

Student Numbers

The number of students enrolled in the school at end of 2012 was 63.

The number of students enrolled fell by four from that of 2011 (67 in 2011)

Human Resources – Staff Relationship Chart 2014



SOWILO FUN STUFF

Cupcake Fundraising



d

Halloween



Melbourne Cup



Sowilo Community High
School 2014

Sowilo Community High School
Unit 1, 2 Gillam Drive Kelmscott WA 6111

Website: www.sowilocommunityhigh.org

Telephone: (08) 9390 1995

Email: admin@sowilo.wa.edu.au

For additional information please contact

Principal: David Marshall

Senior Youth Worker: Diana Vozila