



**SOWILO COMMUNITY  
HIGH SCHOOL  
2015  
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 7 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.



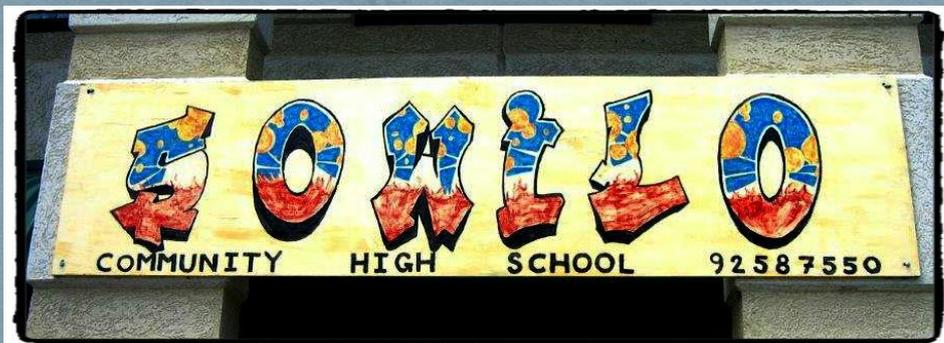
IN OUR  
SCHOOL WE.....  
ARE FRIENDS  
LAUGH  
MAKE MISTAKES  
LEARN.....  
ARE  
**FAMILY!!!**

# 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.



# Principals Report

Our year 2015, was a wonderful year for Sowilo. It saw the implementation of fantastic educational programs, alongside life building activities and extracurricular classes. Our input to facilitating high levels of welfare support and community building philosophy all contributed to the growth of individual children, the school and its culture on a whole level. We achieved a registration of 2 years with a wonderful report from DES, this was an excellent result and a great start to the year.

Whilst our staffing levels did not change last year we had some reshuffling of staff that has assisted in our educational growth. Navit, our past integration teacher has now been moved internal and has had a 1 day increase to her work load, from 3 to 4 days a week. Gill our curriculum coordinator now takes on the integration role along with the many other duties she performs. We welcome Susanne to our teaching group, who replaced Ainsley. Susanne who comes from a science base has been a wonderful addition to our teaching team and has brought with her a lot of creativity and passion.

Leadership within the school has had some growth both on a student and staff level. This sees some of our more experienced community members having a 'taste' of what it is like to have a little more responsibility and experience situations that they once had not. Bringing to the fore recognition of ability, effort and experience.

On a student level, our trek program has been pivotal in the growth of not only areas associated with increased self-esteem and confidence but the growth of leadership and tradition that has formed a large part of our tenacious culture. Our trek program has seen increases in attendance and importantly it has added to an improved level of coping mechanism for some students that suffer with serious mental health issues. One of our wonderful students said that without trek she would not have realised how tough she was, and that it has helped her cope more in her life and deal more effectively with her serious anxiety disorder.

Our attendance over the last 12 months has increased substantially, seeing a cohort of around 40-44 each day compared to past levels of around 34-38. This creates quite the buzz within the school, keeping staff very busy.

With this increase our welfare staff have been very busy keeping up with the variety of issues our students present. Some such issues we deal with on a daily basis include, but not limited to: Domestic violence, physical and other forms of serious abuse, homelessness, drug addiction, diagnosed and undiagnosed mental health disorders such as: borderline personality disorder, chronic depression, Generalised anxiety disorder. These such issues that we deal with regularly keep us very busy, alongside our 1:1 caseloads our welfare staff use such activities to aid psychological development, some such activities include: Brazilian Jiu jitsu, powerlifting, our fish program and the Duke of Edinburgh program. Last year we saw all of the afore mentioned programs assist in the growth and development of students mental health along with nationally recognised success upon an external level associated with the school.

Our weights program saw the successful progress of our 8 students on a national level, in the annual schools bench press competition we achieved wonderful results! 7 gold medals and 1 silver with 5 national records! On a counselling level this assisted the welfare staff greatly in assisting young people in their growth.

On a Brazilian Jiu jitsu front we continued to have great success with many students staying on. One student achieved a silver and bronze medal at the West Australian state championships as well as a wonderful promotion to blue belt, which is a testament to this young man's determination and positive attitude. Bjj continues to provide support for students on many levels, not only providing skills associated with self-defence and bjj technique but assisting them in life and personal development.

Our Duke of Edinburgh program has seen a reduction in numbers but an increase in achievement. One of our students aimed high and achieved wonderful results by raising money through sauce, jam and pickle making to raise money to travel to New York in a bid to support an agency called Love is Louder. What an amazing achievement!

Some Duke students also became part of our first hiking trip to NSW. Students trained twice a week for 6 months and then ventured on to 2 separate camps whereby the lucky participants were chosen. We spent 10 days hiking through the NSW bush land as well as seeing many of the city sites. A great time was had by all!

We look forward to having a great 2016! I would like to take this time to thank the dedication of all our staff, without such a group of wonderful people, Sowilo would not be the school it is!

Dave Marshall

Principal

Sowilo CHS



# Curriculum Coordinators Report

## Introduction

This year has witnessed a process of consolidation and growth within the teaching and curriculum areas of Sowilo Community High School. We have implemented an educational model that best suits our unique body of students in a constant strive to provide as many educational opportunities as possible while maintaining an individualised approach to each of our student's learning journey. It is within this process of constant tailoring to individual learning needs, while progressing through a structured curriculum, which Sowilo shines best.

The process, together with a dynamic and dedicated team of teaching and welfare staff, led by a visionary principal and a tireless and supportive School Council, has resulted in a very successful year for Sowilo students.

Our objectives for 2015 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.

These objectives are met in every activity undertaken at the school and is the nature of all educational decisions.

## Learning Phases for 2015

For 2015 the teaching of curriculum was delivered through the following learning phases.

- **Filling in the Gaps (FIG) Program**

Students who display low literacy and numeracy levels, together with needing the specific learning and teaching environment that the FIG program provides, are enrolled in the program. These students represent the weakest literacy and numeracy levels in the school and are in need of Direct Instruction in both Literacy and Numeracy. The emphasis of this class is to support students through a curriculum adjusted program which allows them to access the Lower School curriculum areas of English, Mathematics, Science and Humanities and Social Sciences (HASS). Students participate in a learning enriched program that is based on the Multiple Intelligence Model to develop them beyond the classroom.

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.

- **The Integration Program**

The Integration Program provides a tailored educational setting and arrangement for students who are experiencing extreme difficulties or anxieties in attending school or require specific learning problems to be addressed. The integration program is flexible to work around changing needs of students with reduced contact time in the classroom. Each student has a tailored learning program with emphasis on Literacy and Numeracy.

The objective of the program is to integrate students into the main school, allowing them to adjust firstly to the school environment and routine before progressing academically through a learning program.

- **Lower School Classes**

All students in Lower School participate in a curriculum adjusted program that includes English, Mathematics, Science and Humanities and Social Science (HASS) as core learning areas. Other learning areas were accessed through cross curricular programs and electives. These included The Arts, Information Technology and Design and Health and Physical Education. Year 7 and 9 students participated in the National Assessment Program- Literacy and Numeracy (NAPLAN) and the year 10 students in The Online Literacy and Numeracy Assessment (OLNA)

- **WACE (Western Australia Certificate of Education) Classes**

Year 11 students were enrolled in English and Mathematics Foundation and General Courses for 2015. Students were provided opportunity to enrol in the following Endorsed Programs:

- Community Service
- Keys For Life
- Duke of Edinburgh
- Off Campus Enrichment Program
- Just Start It

Year 12 students persevered to complete the WACE English and Mathematics Courses that they were enrolled in. These students were the last group studying under the old curriculum. In 2016 all year 11 and 12 students are enrolled in English and Mathematics Foundation and General Courses with the option to be involved in the above listed Endorsed Programs.

- **Vocational Education Training**

1 year 11 student has enrolled in a School Based Apprenticeship for 2015. Their studies involve a work experience day when they are off campus and workshop support days through SMYL, the facilitator. It is anticipated that she will complete her studies at the end of 2016.

**Standardised Assessments:**

The following schedule was followed in 2015:

**Assessment Schedule**

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

## 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.

## 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 School 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...'

## 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).

### 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.

Professional Development for 2015 has included:

- Mandatory Reporting
- Senior First Aid training
- SEQTA Training
- Literacy and Numeracy in CARE Schools Network Meeting
- Whole School Curriculum Planning
- Subject specific workshops for new curriculum courses and Endorsed Programs delivered in 2015 and 2016.

## Student Attendance

### Percentage Attendance for Time Enrolled (2015)

#### Whole School Attendance

% Attendance	Term 1	Term2	Term 3	Term 4
<b>0-20%</b>	1	3	10	11
<b>21-40%</b>	6	7	3	7
<b>41-60%</b>	3	9	9	5
<b>61-80%</b>	13	15	13	19
<b>81-100%</b>	41	29	35	26
<b>Total Students</b>	<b>64</b>	<b>63</b>	<b>70</b>	<b>68</b>

## Literacy and Numeracy Benchmarks:

In 2015 a total of eight (8) 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. Sowilo students should be commended for their positive approach to the testing as more and more students accept this as part of their learning program.

### OLNA Results Analysis

	YR 10	YR 11
Number of students required to participate	17	27
Number of students who attended	12	21

### Results obtained (YR 10)

	Category 1	Category 2	Category 3
<b>Reading</b>	2	2	7
<b>Writing</b>	3	2	7
<b>Numeracy</b>	3	3	7

### Results obtained (YR11)

	Category 1	Category 2	Category 3
<b>Reading</b>	5	2	10
<b>Writing</b>	4	8	6
<b>Numeracy</b>	4	9	8

### Value Added

Students at Sowilo are encouraged to participate in specialised programs and electives that enables the development of a variety of skill and opportunity. They have proven to enhance the engagement of students, particularly at a time of day when their attention is lowest. These programs are facilitated by talented staff and include:

#### Specialist Programs for 2015:

- Brazilian Jiu-jitsu
- Weight Lifting
- Kick Boxing
- Cichlids
- Music Programming
- Music (Instrument lessons)
- Desert TREK

#### Electives for 2015:

- Project Building
- Coffee Making
- Art
- Jewellery and Knitting
- Singing
- Dance
- Computer Games
- Lego Creations
- Dog Walking
- Creative Writing

#### **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**

Jayden	Commercial Cooking
Alysha	TAFE (Community Services)
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)

## 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.

Student surveys are conducted to address any concerns or improvements suggested. Students are provided with weekly community meetings where such concerns or suggestions can be made and addressed as a community.

## Conclusion

In 2015 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 2015 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



# Cosplay



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.

The students design characters and bring them to life by using special effects makeup, paints, wigs and costumes. The class is a fun and interactive way for the students to express themselves and explore their creative side in a safe environment where their interests are celebrated.



# 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 24 hours. 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 drunk 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!!).



# Equine Assisted Therapy

Equine Assisted Therapy is an effective, no-threatening, active and fun experience that encourages the student's a safe experience with horses for the purpose of exploring new ways of connecting in relationships and build self-awareness and build trust.



# Patrons Report

## Who would ever want to be a Patron?

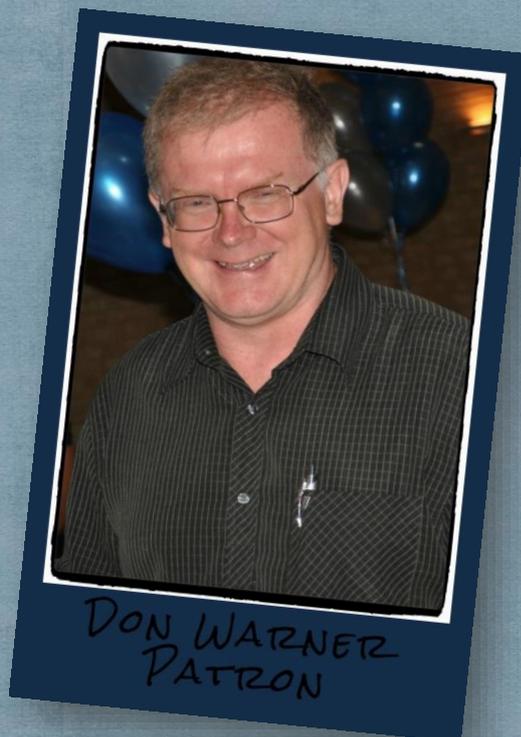
I first encountered the Sowilo School when they applied for a change of use for the gymnasium adjacent to my shop which would enable them to purchase the building and open it as a school. Most local businesses were opposing the idea of a school for disadvantaged kids coming into the area as they were 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 2015 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 2015 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 2015 year resulted in a surplus of 6% over its turnover. The majority of the school's income is sourced from Commonwealth and State Government Recurrent Grants and also the CARE school Special Education Grant which provides funding towards programs for Inclusive Education. Overall, income increased by 13% from the previous year and so expenditure was increased by 16%. The most significant increase in expenditure was directed to Student Services, in particular to Social Work and Camps/Excursions costs.

A new milestone was reached in 2015 with Sowilo undertaking its first interstate camping trip. Six students and three staff ventured to the Sydney Blue Mountains on a hiking adventure.

Overall, adequate resources are available for augmenting and sustaining existing programs. 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.

Kath Wainwright

Business Manager



Katherina  
Wainwright

## 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:

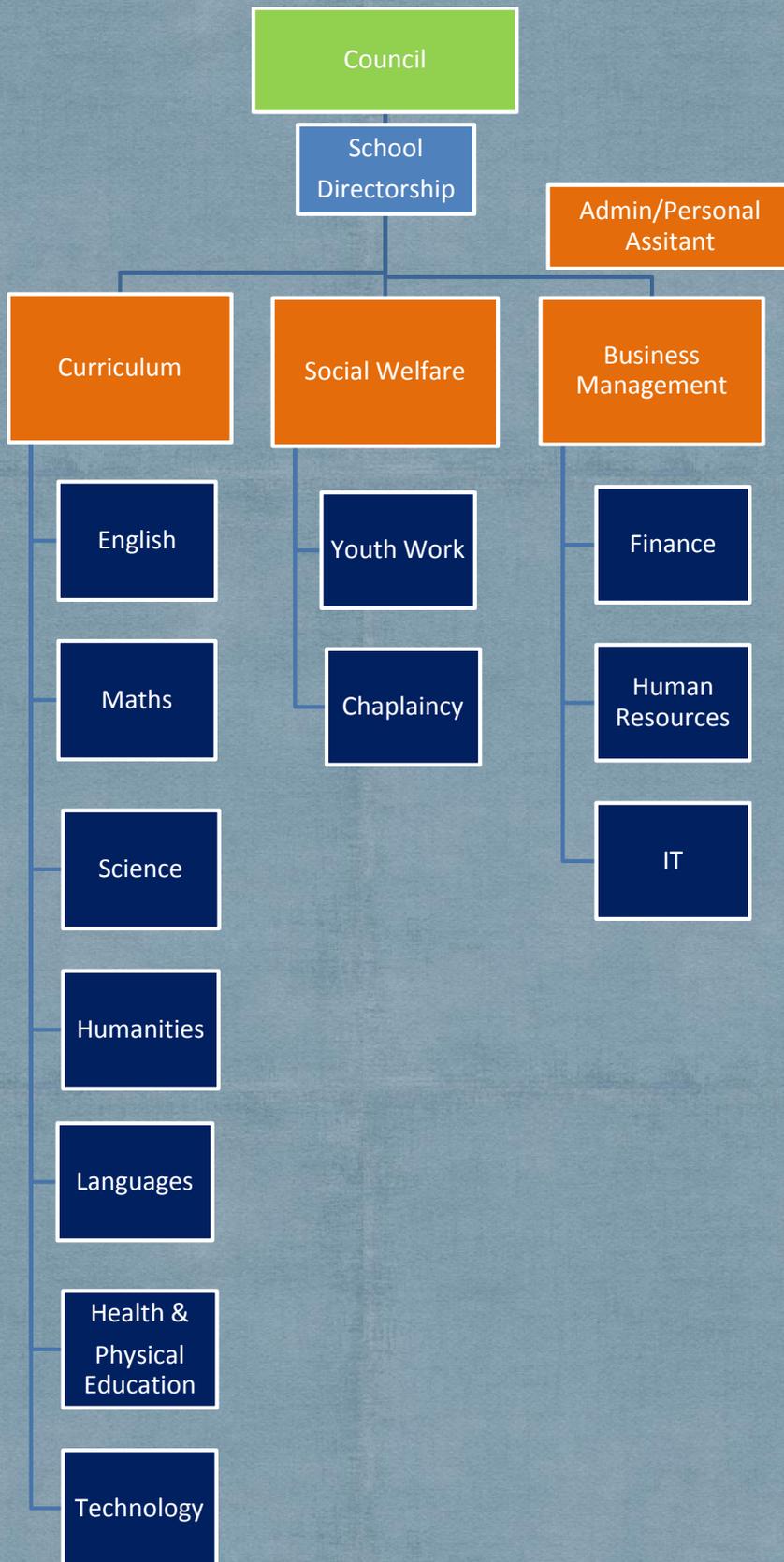
- A. Compliance with all of Sowilo's legal and statutory obligations as per relevant Acts.
- B. Ensuring resources and staff are allocated.
- C. Complying with contractual obligations.
- D. Reviewing, amending or entering into new contractual arrangements.
- E. Identifying and managing risks, including 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.

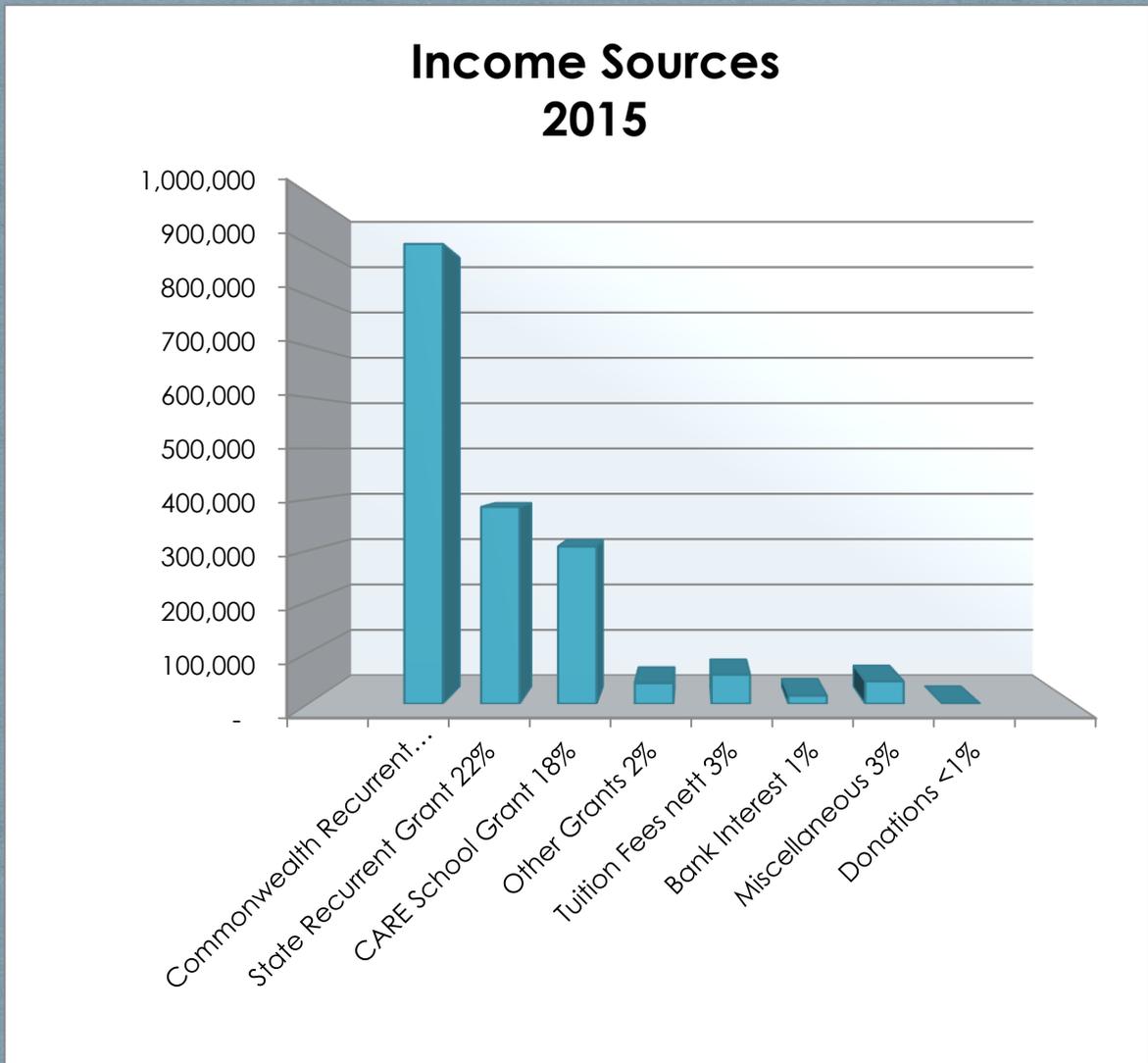
# Organisational Chart



## 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.

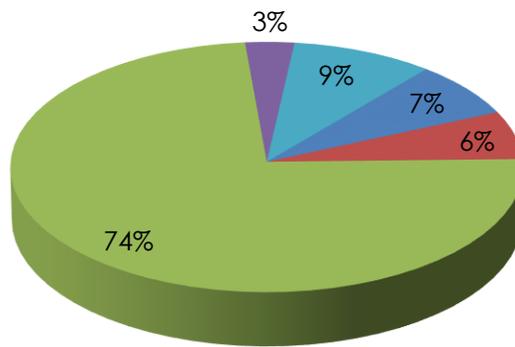
CARE school Special Education Funding granted \$191,151. Other income included tuition fees, ROSLA, VET and Empowering Local Schools funding.



## Expenditure

74% of Sowilo Community High School operational expenditure is absorbed by employee salaries.

### Operational Expenses

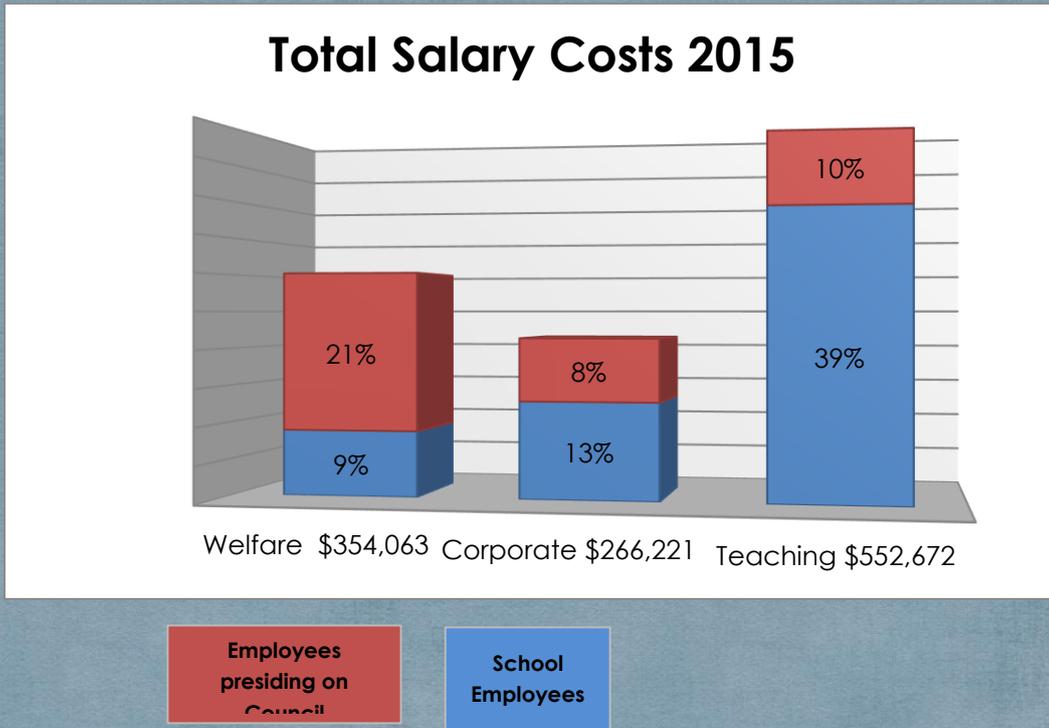


- Administration
- Student Services
- Employment Services
- Teaching

## Employee Salaries

Employee Salaries are the largest expense to the school, representing 72% of total expenditure, \$1,172,956, including on-costs. Salaries are apportioned across the three departments of the school, i.e., Welfare, Teaching and Corporate. Percentage Distributions based on salaries across Welfare, Teaching and Corporate were 39%, 41% and 19% respectively.

There were five employees presiding on the School Council, three from Welfare, and one each from Teaching and Corporate. Their Salaries were 45% of total salaries. The CARE employees represented 53% of the salaries paid to those presiding members.



EMPLOYEE SALARIES for 2015				
	<i>Welfare</i>	<i>Teaching</i>	<i>Corporate</i>	<i>Total</i>
Employees Presiding on Council	249,794 54%	98,433 21%	113,289 25%	461,517 39%
Employees other	104,269 15%	454,238 64%	152,932 21%	711,439 61%
<b>Total Employees</b>	<b>354,063</b> 30%	<b>552,672</b> 47%	<b>266,221</b> 23%	<b>1,172,956</b> 100%

## **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



# Sydney Trip September 2015

During 2015, students competed for a chance to fly to Sydney to complete several bush hikes and see the sites. Interested students began morning boot camps twice a week from 8am - 9am increasing their fitness levels. Two overnight bush camps in Jarrahdale were also taken into account in the selection process. Students needed to prove that they could camp independently and have the strength to carry heavy packs on their hike.

In the end the final successful four were: Kassy, Lakeisha, Brayden M and Jacob D. They spent a week in Sydney with Dave, Mike and Sal. Here are some pictures of their trip!





Sewing  
Classes



Community  
Service



Art Classes

Guitar  
Lessons



Magic  
Gathering



New School  
Shirts





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Senior Youth Worker: Diana Vozila