

*Sowilo
Community
High School*



2016

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.

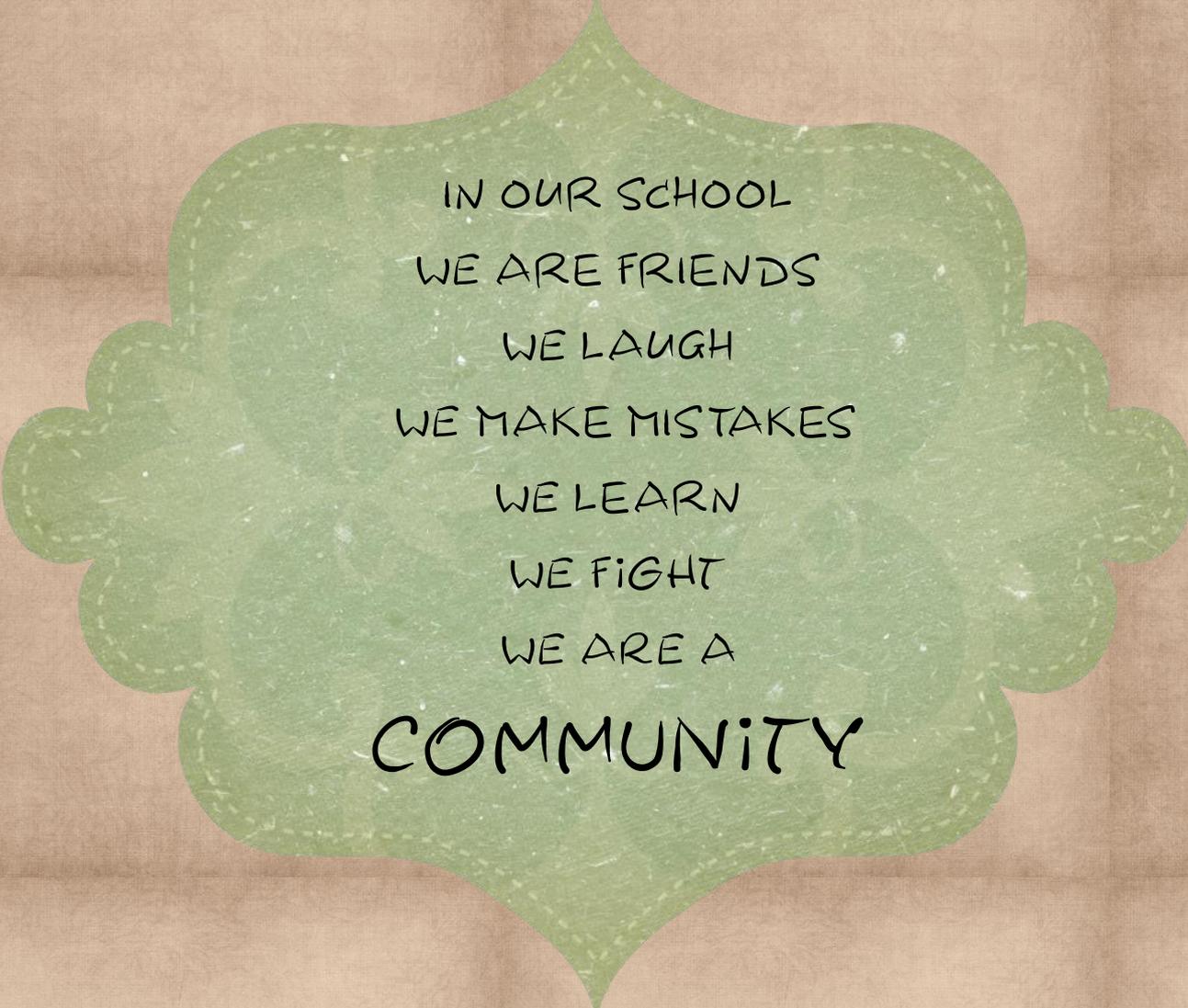
Students are respected and accepted rather than criticized or punished.

- 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.



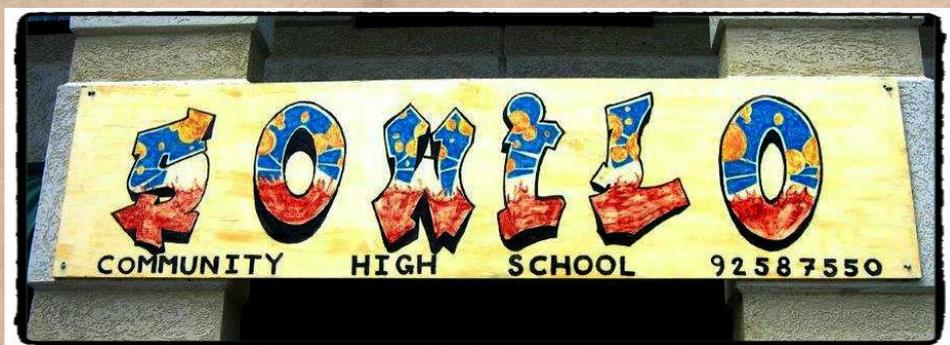
IN OUR SCHOOL
WE ARE FRIENDS
WE LAUGH
WE MAKE MISTAKES
WE LEARN
WE FIGHT
WE ARE A
COMMUNITY

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 much 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 2016 was a wonderful year in many ways. Sowilo has grown not only in numbers but in community values and philosophy. Our cohesive environment has enabled young people who were otherwise ostracized from education to thrive in our unique environment.

Whilst staffing levels stayed the same, our student cohort increased in 2016. We had an average attendance of 36 versus our previous average of around 28 in 2015. This group of students will hopefully grow to be leaders within the school and model the appropriate behavior fitting to our community.

With the increase in student numbers, our welfare team worked very hard during 2016 and spent over 280 contact hours a term in a 1:1 capacity, assisting students through the counselling process in dealing with complex issues they face. Some such issues we deal with on a daily basis include, but are 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 and generalized anxiety disorder. Alongside our 1:1 caseloads, our welfare staff use activities to aide psychological development such as Brazilian Jiu Jitsu, Powerlifting, Fish Program and the Duke of Edinburgh Program. Our welfare team had many successful outcomes from this and aims to increase their 1:1 support in 2017.

Our year, whilst diverse, had a few amazing events. Our now student representative, Max, raised money through our Duke of Edinburgh Program and visited New York with Sally and myself. Max developed international relationships with a community based organization named Love is Louder. Max is now the inaugural international blog writer for this agency.

Our Melbourne and Canberra hiking trip was a major success with four students making the cut after six months of competitive training with twelve of their colleagues. This trip saw major hikes through Canberra for four days followed by an amazing experience for seven days in Melbourne, where students visited the tourist attractions of this amazing city.

Our Trek Program had over sixteen students attending in both the capacity of leader and participant with sixteen days being spent in the bush over three trips. Many students passed the Trek and have progressed on to be in the leadership group for 2017. Many students challenged and overcame many social, emotional and psychological issues, learning many things about themselves whilst being in this unique environment.

2017 beckons to be an exciting year with many new programs and ideas to employ within our community setting. I would like to thank the staff, board and community members of Sowilo for their contribution to what has been a fantastic year.

Dave Marshall

Principal/Senior Social Worker



Curriculum Coordinators Report

Introduction

2016 has been a significant year for Sowilo staff as we have witnessed a growth in attendance, engagement, academic and personal achievement for our young students.

Our objectives for 2016 continue with the efforts 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 underpin every decision made for the education and reengagement of our students.

Learning Phases for 2016

For 2016 the teaching of curriculum was delivered through the following learning phases.

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

This program is designed specifically for students who have tested K-7 standards of achievement in Numeracy and Literacy on enrolment. Intensive teaching provides additional support by revisiting key concepts and or skills by using explicit and structured teaching strategies for Literacy and Numeracy. Humanities and Social Sciences (HASS) is taught using an enquiry based model, Science adopts a Multiple Intelligence Model approach, Design and Technology employs a project based approach to teaching and Health is discussion based, highlighting areas of concern for students and creating a forum for safe discussion. Fitness is a compulsory component in the FIG program that is an addition to the Sporting activities.

Student numbers are limited to ten regular attendees which promotes a high teaching ratio. A teacher assistant is allocated to all core subjects taught and welfare staff are available if needed.

All learning areas are taught in a limited capacity with a reduced volume of curriculum content been delivered. The timetable is revisited each term to broaden or deepen the curriculum coverage per the ability and interests of the group.

All students are monitored through an Individual Education Plan (IEP) and consultative decisions are made to move students through to other learning phases.

- **The Integration Program**

Sowilo provides a program for students who experience severe anxiety and or are unable to participate in a formal educational situation, large groups, social situations and or institutions. These students are offered the Integration Program as an opportunity to engage in education in a small, safe and insular setting where they can access the support of the welfare team at Sowilo. Students are often unable to manage a full learning day. The options offered include students beginning with a three-day week, two hours of teaching contact per day. Students are offered transport to and from school, if required. On consultation with students, parents/carers and relevant staff, students can participate in the afternoon electives, which aid in their social exposure and skills. Students, when able, transition to a fuller teaching load by adding more days to their program until they can fully integrate into a full five-day teaching program. Students are integrated into the regular school program when and if they are able and after continual review with staff, student and parents.

Students are allocated one teacher who delivers all teaching in a small group setting at the school. Teaching is delivered through a direct instruction approach with the emphasis on Literacy and Numeracy. The curriculum taught is tailored to the individual levels of each student and is delivered in small segments with scaffolding and repetition. Students follow Individual Education Plans.

- **Lower School Classes**

This phase typically accommodates students between years 7-10.

Students are taught learning areas of the Western Australian Curriculum directly and or through cross curricular programs. Direct instruction remains the preferred teaching method for Spelling, Grammar, Writing and Mathematics. Much support is provided through additional teaching sessions of basic literacy and numeracy skills, reduced class sizes and education assistants in most core subjects. However, students receive a much more dynamic coverage of curriculum but it is at a reduced volume. Topics are chosen from age appropriate levels, however, scaffolding of skills is applied to all students.

Students in years 7, 9 and 10 are encouraged and provided the opportunity to participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Online Literacy and Numeracy Assessment (OLNA).

- **Senior Secondary Learning Phase (years 11 and 12)**

In the Senior Secondary Learning Phase students access a limited curriculum of Western Australian Certificate of Education (WACE)

In 2016, a limited number of Year 12 students progressed to unit two of the English and Mathematics Foundation and General courses after beginning these courses in 2015. The year 11 students began unit one for these courses.

Students were provided with the following **Endorsed Programs** to participate in:

- Anti-Violence Project (AVP) - Basic Level and Advanced Level
- Duke of Edinburgh (Silver award)
- Community Service
- Keys For Life (KFL)

Sowilo partnered with SMYL to offer students the opportunity to complete a **School Based Traineeship** in a supported approach that is conducive to the teaching methods used at Sowilo. It is a partnership that Sowilo intends to continue in the future.

Four students achieved a certificate 11 in either Retail, Community Service or Building Pathways (Pre-Apprenticeship).

The following excursions and incursions provided educational opportunities beyond the classroom.

Excursions:

Equine Bonding and Leadership Program (Annual program)

Western Australian Botanic Gardens – guided tour

Constitutional Centre of WA

Three day -Try A Trade Program

Bounce

Ten Pin Bowling

City trip – “Selfies with the Cows” – Art Appreciation

Incursions:

Hip Hop Workshop

Polytechnic West

Helping Minds

Protective Behaviours – Safe 4 kids

Visit from local MP – Toni Buti

Scitech – Robotics Incursion

ORG Group – Leavers Support Services

Cancer Council – SunSmart and Smoking Campaign

Theatrical Response Group – Peer Pressure

Side Effects – Talk on the devastating consequences of drugs: The Preston Bridge Story”

Student Learning Outcomes:

Literacy and Numeracy Benchmarks: National Assessment Plan for Literacy and Numeracy (NAPLAN)

The NAPLAN results for year 9 indicated the following for 2016:

Numeracy – The school mean lies in a band 7

Reading – Band 7

Grammar and Punctuation – Band 6

Spelling – Band 6

Writing – Band 5

These indicators are most important for teachers to consider as these will direct the type of support needed by students.

In response to the results (as well as other results and teacher observations) students are moved to more appropriate learning phases that better match where they are performing, additional literacy and numeracy sessions are allocated on the timetable, additional support staff are timetabled with the teacher for Literacy and Numeracy teaching, Literacy and Numeracy as a General Capability is emphasised in other learning areas, direct instruction of Spelling rules, Grammar and Punctuation, scaffolding of Writing responses and the purchase of additional resources such as the Fast Forward

Program for our most at risk students, Wordflyers, Super Achievers Spelling Program and Maths on Line.

Students are required to achieve a band 8 for NAPLAN to be exempted from OLN in year 10.

Online Literacy and Numeracy Assessment (OLNA)

The most significant achievement for OLN has been the compliant response from students over the past three years of administering the test. We are experiencing more students attending test sessions and willing to try. The results indicate a total of:

- 23 students who have achieved a **category 3 in Numeracy.**
- 28 students achieving a **category 3 in Reading.**
- 23 students who have achieved a **category 3 in Writing.**

For a Curriculum and Reengagement in Education (CARE) Schools, that is a significant result for us.

Standardised Assessments:

The following schedule was followed in 2016:

Assessment Schedule

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

Professional Engagement

Teacher Qualifications

In 2016, the teaching team consisted of five teachers. Four teachers are employed full time and one teacher is employed part time.

All teachers hold Bachelor of Education Degrees OR Post Graduate Diplomas in Education together with other post graduate diplomas.

All teaching staff meet the professional requirements to teach in Western Australian schools and have full registrations with the Teachers Registration Board of Western Australia (TRBWA).

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.

Teachers attended the following Professional Development events for 2016:

- Care School Conference
- Mandatory Reporting
- SEQTA Advanced Curriculum Training
- Literacy and Numeracy in CARE Schools Network Meeting
- Whole School Curriculum Planning
- STEM Symposium
- Subject specific workshops for curriculum courses and Endorsed Programs for 2016.

Student Attendance

Percentage Attendance for Time Enrolled (2016)

Whole School Attendance

% Attendance	Term 1	Term2	Term 3	Term 4
0-20%	3	3	5	10
21-40%	1	4	6	6
41-60%	9	11	10	12
61-80%	13	8	16	9
81-100%	41	36	36	37
Total Students	67	62	73	74

Student Engagement:

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 2016:

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

Electives for 2016:

- Project Building
- 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. Students are counselled per our Year 11 and 12 Pathways Guidelines on the best options for them post school.

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.

Students are provided with weekly community meetings where such concerns or suggestions can be made and addressed as a community.

Conclusion

In 2016 the staff and council of Sowilo Community High School have continued to provide a model of education for CARE schools that witness to the value that each of our young people have within our community.

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...'

This information on the 2016 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

Sowilo has implemented a sustainability 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 cactus 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 must 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 with 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.

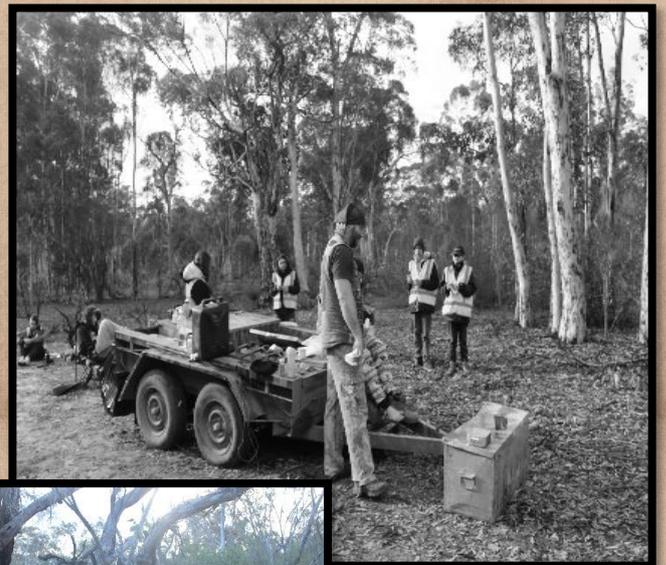
Students need to rise each morning within 10 minutes and meet around the fire or fire stick; if they don't they lose points. Then they are given a certain amount of time to get the gear they need for the next 24 hours. If they need something later, apart from health-related things, it's bad luck! After 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 it's 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?

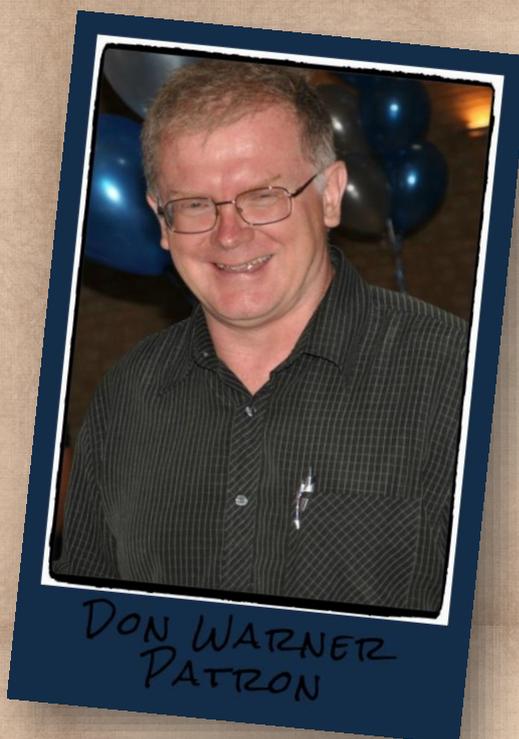
I first encountered the Sowilo School when they applied for a change of use for the gymnasium adjacent to my shop which would enable them to purchase the building and open it as a school. Most local businesses were opposing the idea of a school for disadvantaged kids coming into the area as they were 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 2016 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 2016 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 2016 year resulted in a surplus of 3.6% 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. The most significant cost factor goes towards salaries and employee benefits. These represent 77% of total costs, where administration of 14% and then student services, 9%. Student Activities, Camps and Excursions, Social Work and teaching costs came to \$144,753.

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 its mission, values and objectives for 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, (e.g., Australian Accounting Standards Board) the school team can confidently 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 Recurrent per capita grants
- d) Enrolment Fee \$10 once off payment
- e) Tuition Fees charged per term \$600
- f) Concession Card Holders entitled to 50% discount for tuition fees
- g) 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 experiencing 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:

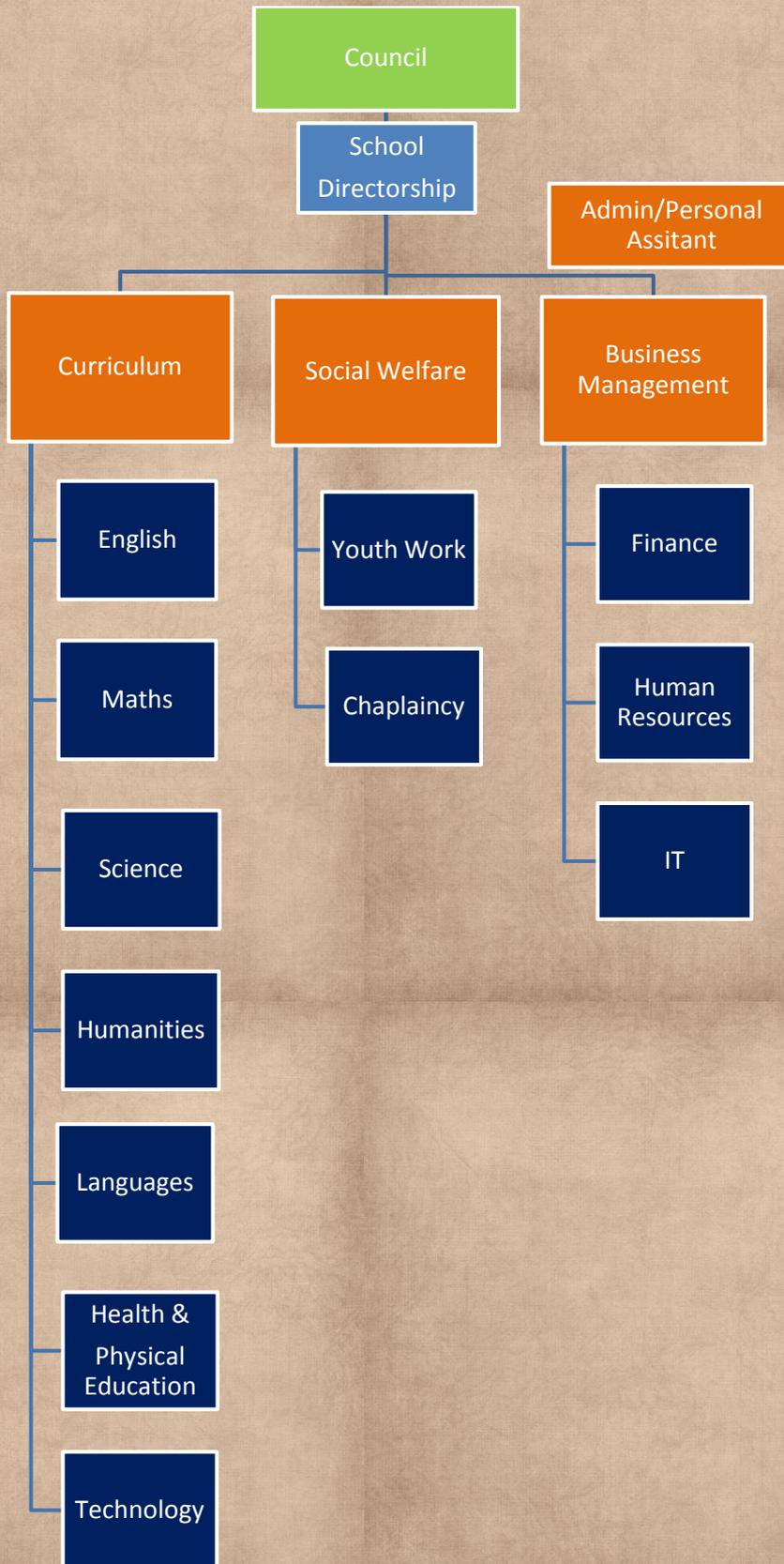
- A. Compliance with all of Sowilo's legal and statutory obligations as per relevant Acts.
- B. Ensuring resources and staff are allocated.
- C. Complying with contractual obligations.
- D. Reviewing, amending or entering into new contractual arrangements.
- E. Identifying and managing risks, including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

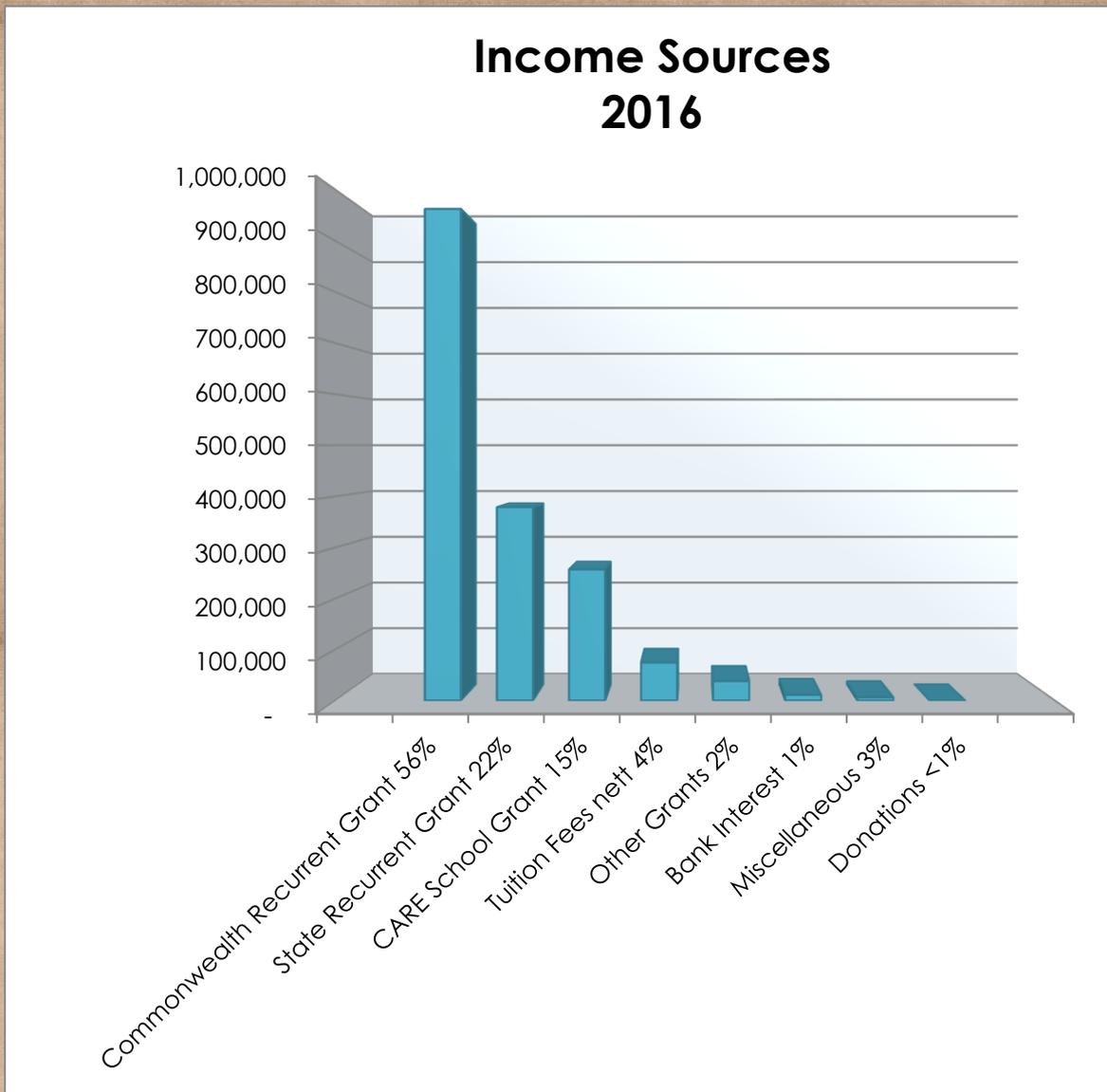
The School is governed by its Council under its constituent rules. The Council will review the organisational structure and the Constitution regularly to ensure that the existing structure is the most appropriate in light of Sowilo's visions, values and mission statement.

Organisational Chart



Income Sources

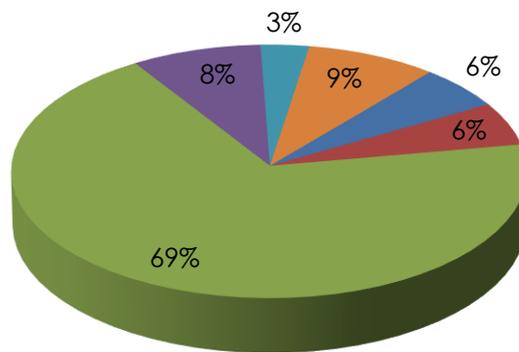
Sowilo Community High School received 78% of its 2016 income from Commonwealth and State Governments Per Capita Recurrent Grants which is based on student attendances. 15% was granted through the Governments Special Education Grant which CARE schools direct to its Inclusive Education Programs. Other Grants included National Schools Chaplaincy Grant and the Raising of School Leaving Age (ROSLA) grant. Tuition fees represented 4% of income which is representative of the Low SES demographics of the school's community. Fees have not been increased since 2006.



Expenditure

The largest expenditure is directed to Employees. Salaries are 69% and employee Benefits are 8% where as other operational costs all are under 10%, as per the Pie Chart below.

Operational Expenses

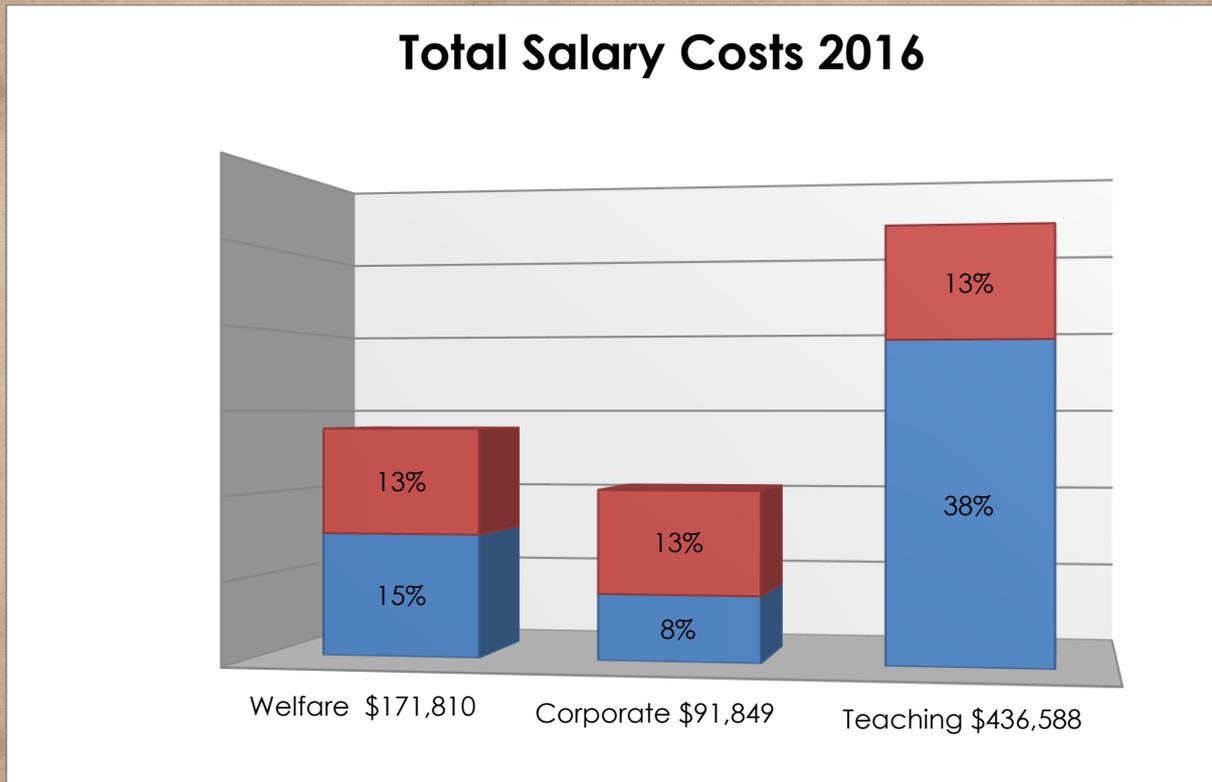


Administration	\$ 93,297	6%
Student Services	\$ 92,264	6%
Salaries	\$ 1,140,497	69%
Employment Benefits	\$ 141,108	8%
Teaching costs	\$ 52,489	3%
Property & Depreciation	\$ 142,247	9%

Employee Salaries

Employee Salaries are the largest expense to the school, representing 69% of total expenditure, \$1,140,497, excluding 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 28%, 51% and 21% respectively.

There were five employees presiding on the School Council, three from Welfare, and one each from Teaching and Corporate. Their Salaries were 39% of total salaries. The CARE employees represented 33% of the salaries paid to those presiding members.



Employees presiding
on Council

School
Employees

EMPLOYEE SALARIES for 2016				
	<i>Welfare</i>	<i>Teaching</i>	<i>Corporate</i>	<i>Total</i>
Employees Presiding on Council	145,576 33%	142,581 32%	152,093 35%	440,249 39%
Employees other	171,810 15%	436,588 38%	91,849 21%	700,247 61%
Total Employees	317,386 28%	579,168 51%	243,942 21%	1,140,497 100%

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

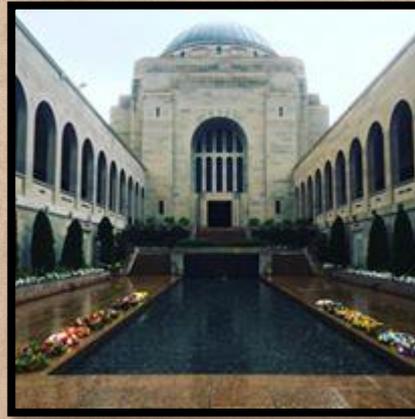
Policies and Procedures Statement

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

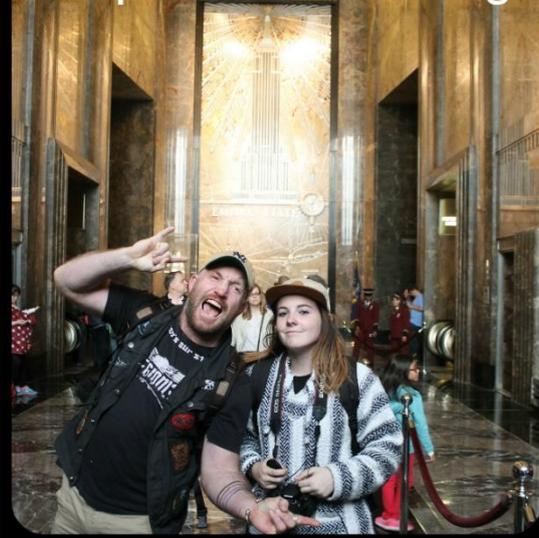


Canberra/Melbourne Trip 2016

During 2016, students once again competed for a chance to take part in a hiking trip, this time flying to Canberra/Melbourne. Some of the highlights of the trip were the Australian War Memorial, Luna Park and seeing snow for the first time.

In the end the successful four were: Lakeisha, Max Smith, Kayla Maher-Wagner and Bree K.

Empire State Building



Indee goes to New York 2016

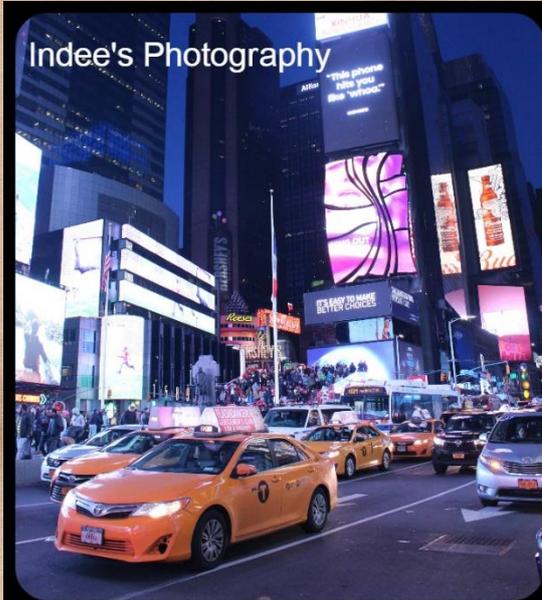
As part of her Duke of Edinburgh Program, Indee set her mind on raising money to fly to New York, so she could visit the "Love is Louder" office - an anti bullying / mental health organisation close to her heart. Indee wanted to raise money for "Love is Louder" along the way, by making a photo book of New York to sell on her return.

Indee started to raise money for her air fare which would be about \$1500....To do this, she made chilli sauce, grafted cactus and made paracord bracelets to sell. The BJJ community, Sowilo and family and friends all showed their support and Indee was able to reach her goal !!

Dave, Sally and Indee spent 18 days in New York, seeing all the sights seen in these photos! What an amazing experience!



Indee's Photography



Cooking



Art



Design and Technology





*Guitar with
Graham Greene*



Magic the Gathering



*Toby the
Wonder Dog*



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