

Sowilo Community High School



Artwork by Thomas Maher

2017

ANNUAL REPORT

Table of Contents

Our School at a Glance	1
History	3
Principals Report.....	4
Curriculum Coordinators Report	5
Cosplay	11
Sustainability	12
Brazilian Jui Jitsu	13
Wilderness Trek	14
Equine Assisted Therapy.....	15
Patrons Report	16
Business Managers Report	17
Financial Planning and Management.....	18
Legal Structure	19
Organisational Chart	20
Income Sources	21
Expenditure.....	22
Employee Salaries.....	23
Insurance.....	24

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.



*There is no better
Place to create a
Caring community
Than in our school....
The heart of our future*

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.



Artwork by Jessica Sonogo

Principals Report

This year has been one of success and growth on many levels. Before I elaborate on this I would like to take this moment to thank our extended community, our volunteers, staff, council and more importantly the students for all being part of a wonderful year.

On an educational front we have seen much progress both on an individual level as well as a whole school level including not only an increase in students succeeding in OLNA testing but students that once could not read or write learning to.

Our cohort of students has grown and stabilized to between 45 – 55 per day. This has seen an increase in relationship building between students which has further increased positive relationships within our community.

Whilst our community has grown and stabilized on a student level, we regrettably accepted the resignation of Diana Vozila, our Senior Youth Worker and Deputy Principal. I'd like to take this time to thank her for the many years of unconditional service that she provided to the foundational growth of this wonderful community that is Sowilo. With this resignation, whilst unfortunate, gave opportunity for a new member to be employed in our community. Nicole Gale brings nearly ten years of Social Work experience with a wonderful passion to help youth that are at risk of losing their education. Our welfare team saw a shift in management with Kyle Baker becoming team leader who is a recent graduate from Notre Dame University with a counselling degree. Whilst Kyle is a new graduate, he is in his eighth year of service at Sowilo.

Another shift of management within our staff occurred with Gill Porter (Curriculum Co-Ordinator) taking on the role of Deputy Principal. This has enhanced strength to the leadership role at the top of the hierarchy giving an adequate balance of education and welfare.

The year has also seen unorthodox activities tailored to individual and groups of students' needs to assist in their development. Some such activities include one on one training in Brazilian Jiu Jitsu, Brazilian Jiu Jitsu in the Eastern States, wilderness treks in the local bushland and one on one fitness programs. This past year, like many other previous years, focuses on meeting students' needs in their entirety to assist in their growth on many levels.

In summary, this past year has been one of growth and success. We will strive to meet the needs of our community so that we can assist in our students' growth in becoming functioning and contributing members of the wider community.

Dave Marshall

Principal/Senior Social Worker



Curriculum Coordinators Report

Introduction

In 2017 staff at Sowilo Community High School continually strove for the achievement of:

Excellence in teaching to enable students to experience academic success

The provision of the highest level of pastoral care to students

Equipping students with relevant life skills for life after school in an ever increasingly complex and demanding world

Our teaching objectives for 2017 remained focused on improving:

- Literacy and numeracy levels and the disparity that is present within our student community
- Student engagement and participation in academic and pastoral programs
- Student attendance and enrolment numbers

Learning Phases for 2017

For 2017 the teaching of the Australian Curriculum was delivered through the following learning phases.

- **Integration Program**

The nature of the Integration Program changed in 2017 to accommodate the needs of new students who enrolled at the beginning of the year.

Sowilo thus provided a unique program for students who were unable to participate successfully in a formal educational situation at a young age. These students were offered the Integration Program as an opportunity to engage in education in a small, safe and insular setting where they could access the support of the welfare team at Sowilo and receive intensive literacy and numeracy teaching from a specialist teacher. Students were given the option to begin the year on a three-day week, two hours of teaching contact per day or mornings only. This arrangement was gradually removed as students developed more resilience to attend longer days. Students were encouraged to participate in the afternoon electives, which aided in their social exposure and social skills.

Within the Integration class there were students who participated more in a welfare based program to encourage engagement and attendance.

Students numbers were limited to 7 students with a teacher and education assistant allocated to the class.

A fixed 5-day timetable was introduced with Science, Human and Social Sciences (HASS) and Health taught in a limited capacity, alongside Literacy and Numeracy.

Each student had an Individual Education Plan (IEP), with 6 students moving on to other learning phases for 2018 and 1 student moving in to the work force.

- **Lower School Group 1 Learning Phase**

Current and new students who tested K-7 standards of achievement in Numeracy and Literacy were enrolled in this phase. These students required a more intensive and individualised approach to learning with a reduced volume of curriculum taught across all curriculum subjects. The teaching program taught by a specialist teacher, is revisited each term, with decisions made to deepen or broaden existing teaching. The curriculum is presented as cross curricular themes with an emphasis on Literacy and Numeracy. Students participate in all pastoral care programs and afternoon electives. Student numbers are limited to 10 students with a teaching assistant allocated for core subjects. All students have an Individual Education Plan (IEP) and can move on to other phases of learning. 6 students moved on to other Learning Phases for 2018, including 3 students who enrolled in Foundation English and Mathematics courses.

- **Lower School Group 2 Learning Phase**

This phase accommodated students between years 8-10 and was split into two groups in 2017. The Australian Curriculum was taught directly and or through cross curricular programs. Students received a much more dynamic coverage of curriculum, relative to other Learning Phases, but it was at a reduced volume. Curriculum topics were chosen from age appropriate levels within the Australian Curriculum, however, scaffolding of skills is applied to all students together with a reduced time pressure and volume of work. Specialist subject teachers and qualified Education Assistants deliver relevant and dynamic teaching programs on an individualised approach. All students have an Individual Education Plan(IEP).

All students in years 7, 9 and 10 are encouraged and provided with 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 the Western Australian Certificate of Education (WACE)

In 2017, students enrolled or continued with:

1. English Foundation and General Units 1 and 2
2. Essential Mathematics Foundation and General Units 1 and 2
3. School Based Traineeship (SBT)

Students are supported with a pastoral program that includes individual counselling and class based teachings on Protective Behaviours and Life Skills.

Students had the option to enrol in the following **Endorsed Programs:**

1. Anti-Violence Project (AVP) - Facilitators Level
2. Duke of Edinburgh (Silver award)
3. Community Service
4. Keys for Life (KFL)
5. Work Place Learning

Excursions and Incursions are used as an extension of academic and pastoral programs.

Students participated in the following:

Excursions:

Equine Bonding and Leadership Program (Annual program)
Parliament House
Switched on Schools Summit
School Matinee performance of "The Great Gatsby"
Art Excursion to Moores Building Contemporary Art Gallery
Careers Expo-Perth Convention Centre
Rockingham Wild Encounters including 60 minutes cruise
Roller zone
Cockburn Aquatic Centre

Incursions:

Polytechnic West Incursion
Theatrical Response Group – "Control Freak" (A theatrical response to Domestic Violence)
RAC – "My Decisions, My Destinations"
Right Track
Water Corporation

Student Learning Outcomes:

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

As a Curriculum and Reengagement in Education (CARE) School many of our students displayed anxiety and reluctance to participate in the NAPLAN and OLNA testing. Students are assisted through individual counselling and individualised teaching to develop confidence and resilience to standardised testing.

Results for 2107 are indicated below:

- **The National Assessment Program – Literacy and Numeracy (NAPLAN)**

Numeracy – The school mean lies in a Band 6

Reading – Band 7

Grammar and Punctuation – Band 6

Spelling – Band 6

Writing – Band 5

- **Online Literacy and Numeracy Assessment (OLNA)**
- 27 students who have achieved a **category 3 in Numeracy.**
- 33 students achieving a **category 3 in Reading.**
- 30 students who have achieved a **category 3 in Writing.**

These indicators are critical as teachers then consider the type of support and resources required by each student. This was manifested in an investment in 20 extra computers, 3 new eboards, the purchase of Wordflyers and Maths Online individual student licenses and extra literacy and numeracy sessions focusing on basic skills.

Standardised Assessments:

The following schedule was followed in 2017 as per the School Assessment Policy:

Assessment Schedule

TERM	INFORMAL AND FORMAL PROCESSES
1	<ul style="list-style-type: none">• 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 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

Student Learning Outcomes that was celebrated for 2017:

- 2 Year 12 students successfully completed the Foundation English and Mathematics Course (Units 1 and 2)
- 2 Year 12 students successfully completed the General English Course (Units 1 and 2) and 1 student completed the General Mathematics Course (Units 1 and 2)
- A year 11 student successfully completed an independent work placement, which is a first for the Sowilo community.
- The National Assessment Program – Literacy and Numeracy (NAPLAN) and The Online Numeracy and Literacy Assessment (OLNA) results showed a positive movement of results.
- 6 students completed all requirements for Certificate 11 in Community Services (CH22015).
- 2 students completed the final component of the “Anti Violence Project” (AVP) – Facilitators Training Endorsed Program, which will skill them to assist with the facilitation of future AVP workshops.
- 5 students participated in the Equus Bonding and Leadership course.
- 3 students participated in a Try a Trade program at the South Metropolitan TAFE, gaining skills in carpentry, tiling and painting.

Further individual learning and personal achievements are recognized and rewarded each week at the community meeting as all achievements as considered equally important to the development of our students.

Professional Engagement

Teacher Qualifications

In 2017, the teaching team consisted of five teachers. Three teachers are employed full time and two teachers are employed part time.

All teachers hold Bachelor of Education Degrees OR Post Graduate Diplomas in Education together with other post graduate diplomas in specialist fields and extensive experience in teaching and industry.

All teaching staff meet the professional requirements to teach in Western Australian schools. Four teachers have full registrations with the Teachers Registration Board of Western Australia (TRBWA) and one is working towards a full registration from provisional registration (graduate teacher).

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 2017:

- Care School Conference
- Mandatory Reporting
- AATE/ALEA National Conference – Tasmania
- School Law Conference
- Promethean Training
- Clickview and Clickview Publisher Training
- Maths on Line and Wordflyer Training
- Mental Health First Aid
- SEQTA Advanced Curriculum Training
- Senior First Aid in an Educational Setting
- Whole School Curriculum Planning
- STEM Symposium
- “Courage to Care” Excursion Workshop
- Subject specific workshops for curriculum courses and Endorsed Programs for 2017.

Student Attendance

Percentage Attendance for Time Enrolled (2017)

Whole School Attendance

% Attendance	Term 1	Term2	Term 3	Term 4
0-20%	10	4	7	9
21-40%	11	3	6	8
41-60%	8	10	8	15
61-80%	17	18	20	15
81-100%	32	38	33	24
Total Students	78	73	74	71

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 2017:

- Brazilian Jiu-jitsu
- Weight Lifting
- Kick Boxing
- Cichlids – Fish Care and Breeding Program
- Music Programming
- Music (Instrument lessons)
- Desert TREK

Electives for 2017:

- Project Building
- Art
- Cosplay
- Cooking
- Film
- Jewellery and Knitting
- Singing
- Dance
- Running Group
- Mandalay Designs
- Computer Games
- Lego Creations
- Dog Walking
- Creative Writing
- Yoga
- Pilates

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 11and 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 2017 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 2017 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 (Deputy Coordinator/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 school councillor and State, National and Pan Pacific Champion, Kyle Baker (Black Belt), Principal Dave Marshall (Black Belt) and Mike Shalley (Purple Belt) we explore BJJ technique and ethics of sportsmanship on a weekly basis.

Some of the students have competed in the Australian Federation of Brazilian Jiu Jitsu (AFBJJ) WA State Championship competition and have placed Gold and Silver.





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. 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 Psychotherapy is a non-threatening, active and fun experience that encourages our students to:

- Express feelings that may be difficult to verbalise
- Increase self-awareness and communication skills
- Explore imagination and creativity
- Develop healthy coping skills
- Improve self-esteem and confidence
- Identify and clarify issues and concerns
- Share in a safe nurturing environment
- Improve motor skills and physical co-ordination



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.

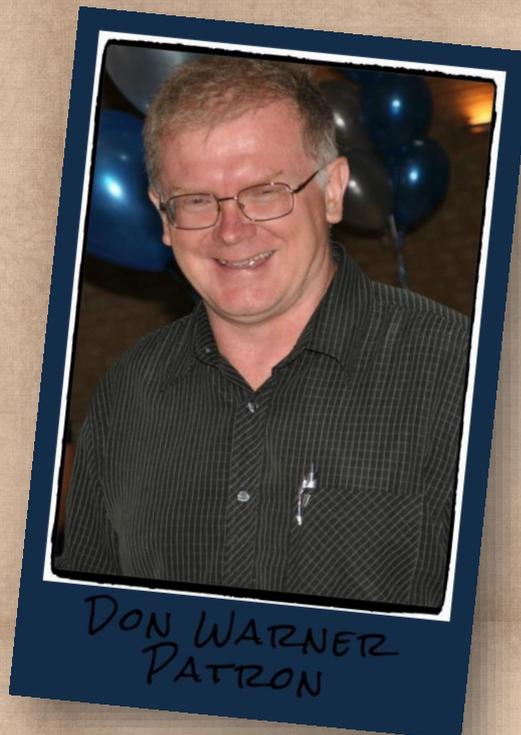
I was invited to attend the Friday afternoon community meeting where all staff and pupils sit together and discuss "issues of the week". I saw staff and pupils who although they were coming from opposite ends of a problem were working together to resolve day to day issues that impacted school life. We 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 2017 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 2017 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 2017 year resulted in a surplus of 21% 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 78% of total costs, where administration of 15% and then student services, 7%. Student Activities, Camps and Excursions, Social Work and teaching costs came to \$115,921.

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:

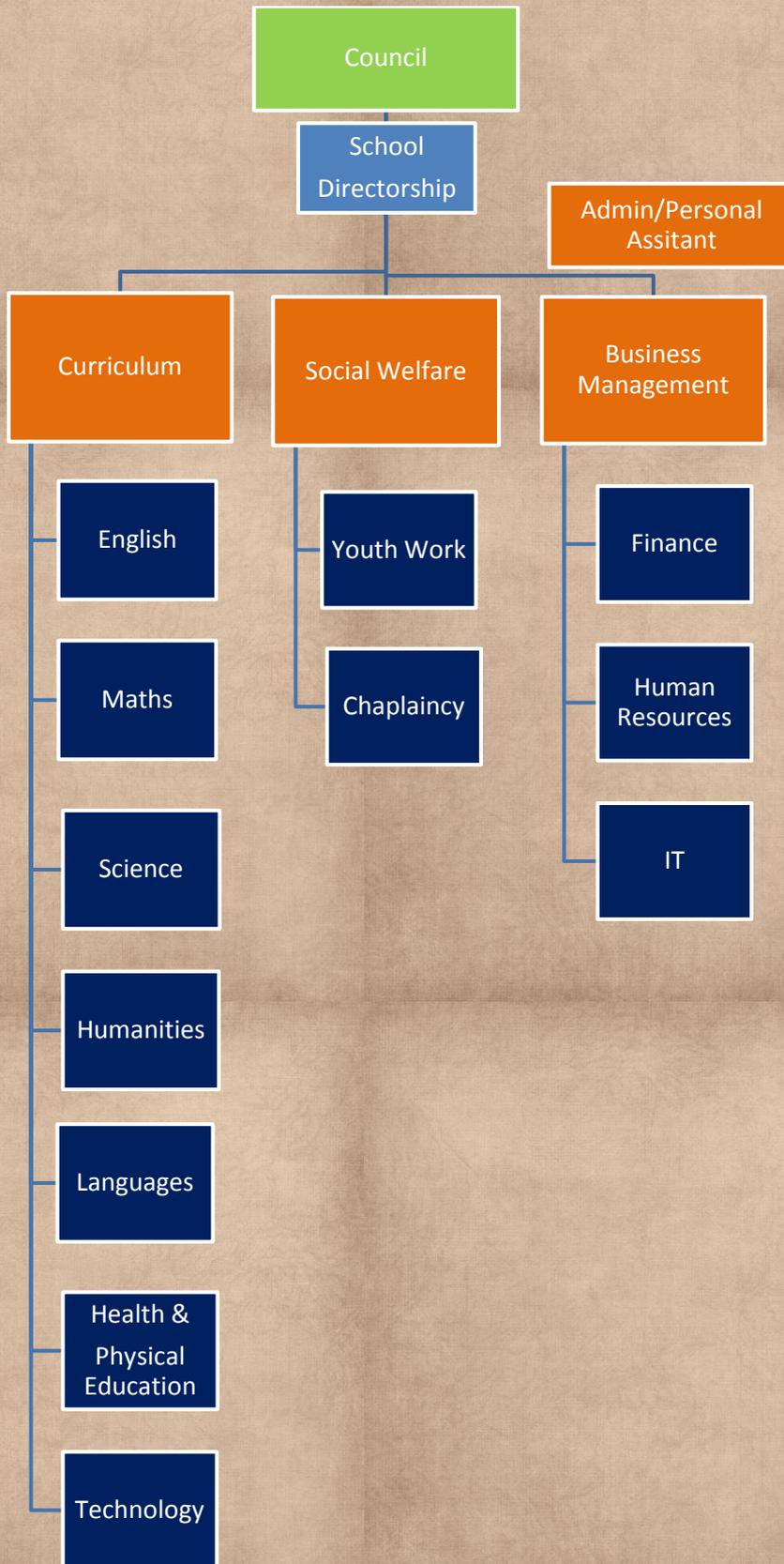
- A. Compliance with all of Sowilo's legal and statutory obligations as per relevant Acts.
- B. Ensuring resources and staff are allocated.
- C. Complying with contractual obligations.
- D. Reviewing, amending or entering into new contractual arrangements.
- E. Identifying and managing risks, including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

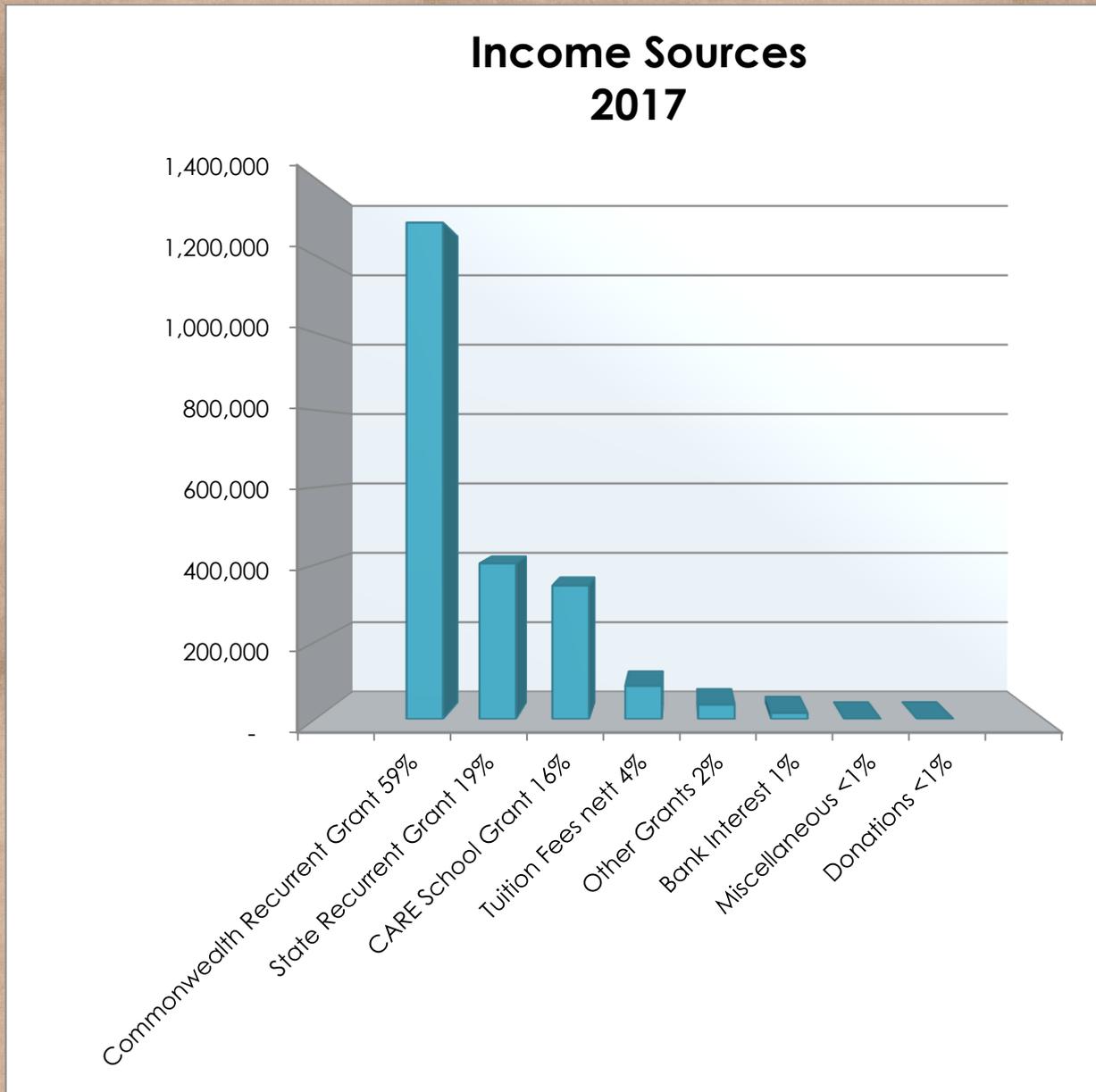
The School is governed by its Council under its constituent rules. The Council will review the organisational structure and the Constitution regularly to ensure that the existing structure is the most appropriate in light of Sowilo's visions, values and mission statement.

Organisational Chart



Income Sources

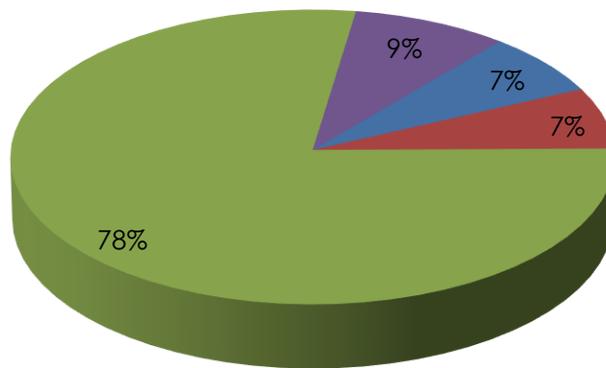
Sowilo Community High School received 77% of its 2017 income from Commonwealth and State Governments Per Capita Recurrent Grants which is based on student attendances. 16% was granted through the Governments Special Education Grant which CARE schools direct to its Inclusive Education Programs. Other 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 of the school is Salaries and Employee Benefits representing 78%. All other operational costs are under 10%, as per the Pie Chart below.

Operational Expenses 2017

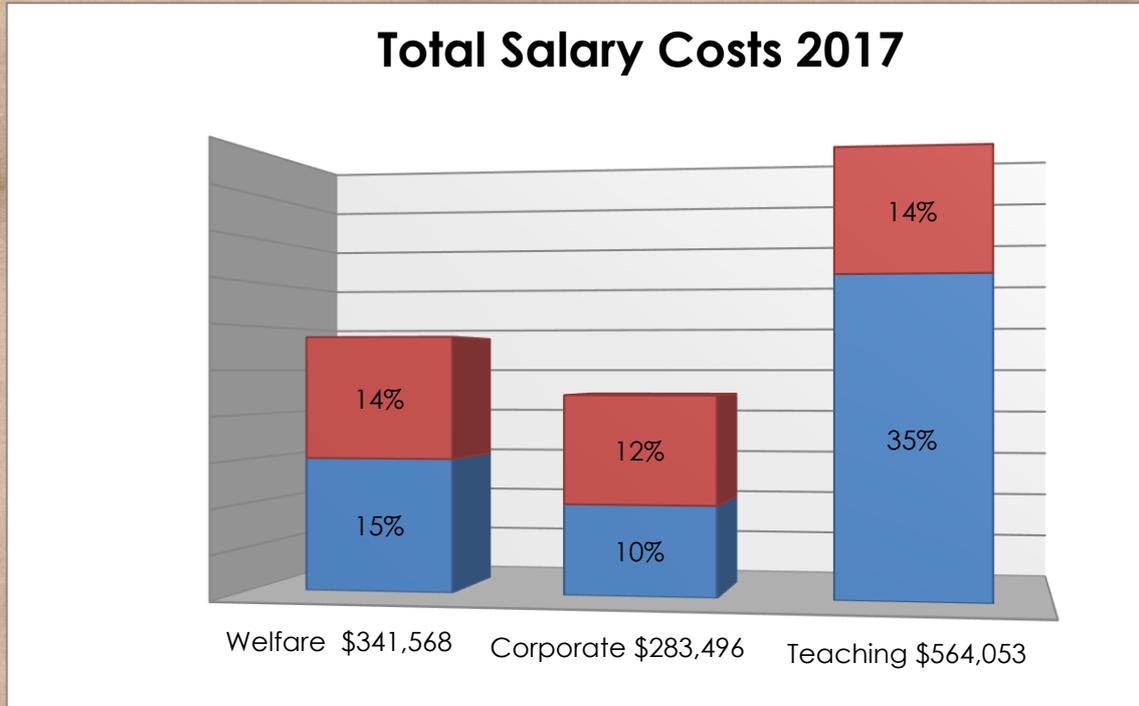


■ Administration	\$ 118,817	7%
■ Student & Teaching	\$ 115,921	7%
■ Employment & Salaries	\$1,326,024	78%
■ Property & Depreciation	\$ 148,909	9%

Employee Salaries

Employee Salaries are the largest expense to the school, representing 78% of total expenditure, \$1,189,117, 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 29%, 49% and 22% 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 35% of the salaries paid to those presiding members.



Employees presiding
on Council

School
Employees

EMPLOYEE SALARIES for 2017				
	<i>Welfare</i>	<i>Teaching</i>	<i>Corporate</i>	<i>Total</i>
Employees Presiding on Council	162,229 35%	143,807 31%	162,770 35%	468,807 39%
Employees other	179,339 25%	420,245 58%	120,726 17%	720,310 61%
Total Employees	341,568 29%	564,053 47%	283,496 24%	1,189,117 100%

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



Queensland Trip 2017

During 2017, students once again competed for a chance to take part in a hiking trip, this time flying to Queensland. Some of the highlights of the trip were Ripley's Believe it or Not and Dreamworld.

In the end the successful four were: Jackson Maher, Tom Cox, Bevan Carr Harm and Odin Jenkinson.





Cooking



*Police and
Hikers Camp*



*Design and
Technology*





Music Class



Magic the Gathering



*Toby the
Wonder Dog*



Artwork by Amber Roddick



Artwork by Carmen Norwood



Artwork by Fraiser Lee

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
Registrar	Sally Marshall