



**SOWILO  
COMMUNITY  
HIGH SCHOOL**

**2018  
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

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

# Coordinator/Senior Social Worker Report

Our year of 2018 was met with many challenges alongside many successful outcomes. We developed and implemented new programs, had increased engagement and high academic achievement amongst our strong cohort of student community members. We travelled internationally, competed strongly in Brazilian Jiu Jitsu and more importantly, we improved lives assisted in the development of students on a mental and emotional level, keeping them safe and being pivotal in their development.

With several new students starting at the beginning of 2018. Our cohort of attendance developed strongly (see teachers report for attendance statistics). This cohort provides a base of attendance and the ability for staff to build students' academic, mental and emotional health for years to come, setting a solid continuing foundation to develop mentor relationships between students and staff and enhancing our already strong community. 2018 also saw many students completing studies that enabled them to go onto employment and further educational avenues.

Amongst the many things we achieved last year, our highlight of the year was our trip to Samoa. Students applied to attend this trip and underwent a rigorous selection criteria. Once the students were selected they underwent language and cultural lessons on a weekly basis. Caitlyn, Faith, Jimmy, Tayla, Bray and Campbell were the six students chosen for the trip. With staff, students spent their time developing partnerships with various agencies, learning about village life and understanding Samoan culture. We had a very emotional visit at the Campus of Hope with the Samoan Victim Support Group. We have since developed a strong partnership with them. After this trip, the makings of the Sowilo Charity Group was developed, whereby students raise money for local, state wide and international agencies including the Samoan Victim Support Group.

Our sporting achievements were many last year with students competing across a range of competitions. With nine students selected for competitions in Gi and No Gi Brazilian Jiu Jitsu events, our team returned victorious with 3 golds, 11 silvers and 3 bronze on a state and local level. Before Sowilo many of these students did not even do any form of sport. Students claim how pivotal BJJ has been in improving mental and emotional health alongside the obvious attributes of gaining martial arts experience and general fitness. Well done Sowilo Mob BJJ! I would like to take this opportunity to thank Aaron Cadd for Gemina BJJ for the ongoing scholarship positions he provides.

Our welfare and counselling team worked very hard in 2018 assisting students on many levels. Our three main counsellors speak to students weekly assisting them with an array of issues. Over each term we assist between 30-40 students on a 1:1 counselling level. These students often face complex traumas of varying levels. Much progress has been made in assisting their lives.

I would like to formally thank Gill, Kath, Kyle and all our staff for all the hard work they put in. I'd like to thank Don and our governing body for their time and ongoing efforts. Community is what makes Sowilo special, our community works very strongly in assisting lives in not only academic but in their mental and emotional aspects that contribute to assisting them in becoming active contributing members to our community.

David Marshall

Coordinator/Senior Social Worker



# Curriculum Coordinators Report

## Introduction

The 2018 teaching year at Sowilo Community High School was one that promoted stability and progress in the teaching pathways. Staff created opportunities for students to succeed in both pastoral and academic circumstance, maintained a safe and inclusive school community in which all students felt nurtured and challenged while promoting the ethos of the Sowilo community, especially among new students.

Our teaching objectives for 2018 focused on the continued improvement of:

- Literacy and Numeracy levels, particularly addressing the gap that exists within the peer groups.
- Student engagement and participation in the academic programs
- Student attendance and enrolment numbers

These objectives were achieved through a system of learning phases that uniquely addressed the learning needs of individual students. Teaching programs were delivered through these Learning Phases.

## Learning Phases for 2018

In 2018, teachers were guided by the Australian Curriculum and designed teaching programs for students in years 7-10. Students were taught a limited breadth and depth of each learning area and assessed against limited achievement standards across different year groups; thus, an adjusted and differentiated curriculum was delivered to promote academic progress, participation and inclusivity.

- The Integration and Filling in the Gaps Programs were specifically designed to address the literacy and numeracy disparity among our students. Intensive, explicit teaching methods together with a high staff support and flexible teaching programs, resulted in achieving desired outcomes.
- The Senior Secondary Learning Phase enabled students to access part of the WACE curriculum.

In 2018, students engaged in the following WACE program:

1. English Foundation and General Units 1 and 2
2. Essential Mathematics Foundation Units 1 and 2
3. School Based Traineeship (SBT):
  - Certificate 11 in Business
  - Certificate 11 in Community Service
4. Endorsed Programs:
  - Employment Advantage
  - Duke of Edinburgh (Silver award)
  - Community Service
  - Keys For Life (KFL)
  - Work Place Learning

Students were supported with a pastoral program that included individual counselling and class-based teachings on Protective Behaviours, Life Skills and a Work Readiness Program (SWIPE – Sowilo Work Integration Program Edge).

Excursions and Incursions were; used as an extension of academic and pastoral programs. Students participated in the following:

- Equus Leadership and Bonding Course
- Parliament House
- Sculptures at the Sea
- Department of Forestry
- Glen Forrest Quarries
- The Australian Ballet Performance of La Sylphide

- Fremantle Prison
- Latitude Air (includes trampolines, rock climbing wall and zip lines)
- Perth City Art Tour
- Bounce Ed

**Incursions:**

- Protective Behaviours – Helping Minds, Sex Education – YEP Crew
- Puppet Making – Spare Parts Puppet Theatre

**Student Learning Outcomes:**

**Literacy and Numeracy Benchmarks**

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 were assisted through individual counselling and individualised teaching to develop confidence and resilience towards standardised testing.

**School results for 2018 are indicated below reflected as a school median:**

- **The National Assessment Program – Literacy and Numeracy (NAPLAN) - Year 9**  
 Numeracy – Band 6  
 Reading – Band 7  
 Grammar and Punctuation – Band 6  
 Spelling – Band 6  
 Writing – Band 5
- **The National Assessment Program – Literacy and Numeracy (NAPLAN) - Year 7**  
 Numeracy – Band 5  
 Reading – Band 5  
 Grammar and Punctuation – Band 5  
 Spelling – Band 4  
 Writing – Band 4
- **Online Literacy and Numeracy Assessment (OLNA)**  
 29 students achieved a category 3 in Numeracy.  
 31 students achieving a category 3 in Reading.  
 25 students who have achieved a category 3 in Writing.  
 6 students did not attempt the testing as a result of non-attendance.

Teachers were guided by the response of individual students to individual tests. Participation in tests were encouraged but in many instances were attempted gradually over a period of time. This was done in consultation with students.

**Student Learning Outcomes for Year 12 students**

Core Subject	Symbol Achieved	No of Students
English General Units 1 and 2	A	1
	B	1
	C	4
English Foundation Units 1 and 2	B	2
Mathematics General Units 1 and 2	A	4
	B	1
	C	2
Mathematics Foundation Units 1 and 2	B	2
	C	1

## Endorsed Program Achievements for Year 12 students:

Completions were recorded for Employment Advantage, Community Service and Keys for Life. Four students successfully completed the Workplace Learning component as part of a Certificate 11 in Business and Community Service. These students also completed the Certificate 11 courses in Business and Community Service and have since moved onto higher education.

**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.**

## Student Attendance

### Percentage Attendance for Time Enrolled (2017)

#### Whole School Attendance

% Attendance	Term 1	Term2	Term 3	Term 4
0-20%	3	3	7	5
21-40%	7	3	2	2
41-60%	3	4	8	4
61-80%	13	11	14	18
81-100%	44	42	33	35
<b>Total Students</b>	<b>70</b>	<b>63</b>	<b>64</b>	<b>64</b>

## Student Engagement:

Students at Sowilo were encouraged to participate in specialised programs and electives that enabled the development of a variety of skill and opportunity. These programs were facilitated by talented staff.

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 2018:

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

### Electives for 2018:

- Project Building
- Giant Art
- Cosplay
- Cooking
- Film
- Jewellery and Knitting
- Singing, Dancing
- Running Group
- Mandalay Designs
- Computer Games, Lego Creations
- 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 11 and 12 Pathways Guidelines on the best options for them post school.

### **Parent, Student and Teacher Satisfaction:**

In 2018, the teaching team consisted of five teachers. Three teachers are employed full time and two teachers are employed part time (0.8). 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 or industry. All teaching staff meet the professional requirements to teach in Western Australian schools.

### **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.

### **Parent, Student and Teacher Satisfaction:**

The teaching, pastoral care and management of the school were in constant contact with parents or guardians, regarding any welfare or educational issues that arose. Students were offered in-school counselling by experienced and qualified staff.

The management of Sowilo operated on an open-door policy where urgent issues from students or staff are addressed immediately.

Students participated in weekly community meetings where such concerns or suggestions were made and addressed as a community.

### **Conclusion:**

In 2018 the staff and school council of Sowilo Community High School continued with a successful model of education and engagement. Staff contribution with regards to commitment, skill and professionalism continued to shape the successful outcomes experienced by our young people.

**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 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. Students usually leave the Trek with a great sense of achievement and improved survival skills (and improved appreciation for their parent's cooking!!).



# Patrons Report

## Who would ever want to be a Patron?

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

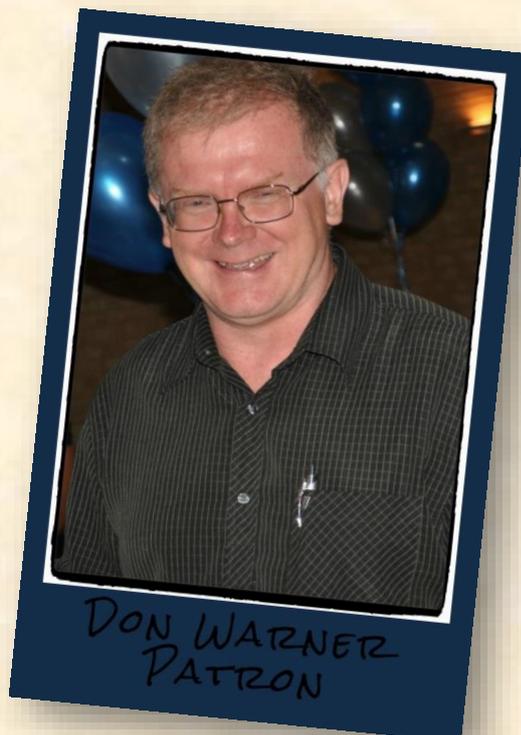
I was invited to attend the Friday afternoon community meeting where all staff and pupils sit together and discuss "issues of the week". I saw staff and pupils who although they were coming from opposite ends of a problem were working together to resolve day to day issues that impacted school life. We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

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

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

Don Warner

Patron



# Business Managers Report

The financial statements for Sowilo Community Inc., for the year ended December 2018 were independently audited by Dry Kirkness, Chartered Accountants. In their opinion, the financial statements

- (a) giving a true and fair view of the Association's financial position as at 31 December 2018 and of its performance and cash flows for the year ended on that date; and
- (b) complying with Australian Accounting Standards to the extent described in Note 1. (*of the Financial Statements*) and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

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 Inclusive Education programs.

The largest cost is Employment Expenses being 78% of total costs. Sowilo employs 19 staff, both full time and part time. In 2018, there were 8 teaching staff, 6 welfare staff and 5 corporate and general staff.

Student enrolments have gradually increased each year and in 2018, 74 students were enrolled. At the same time, attendances have also gradually increased.

The school is financially viable and 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

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:

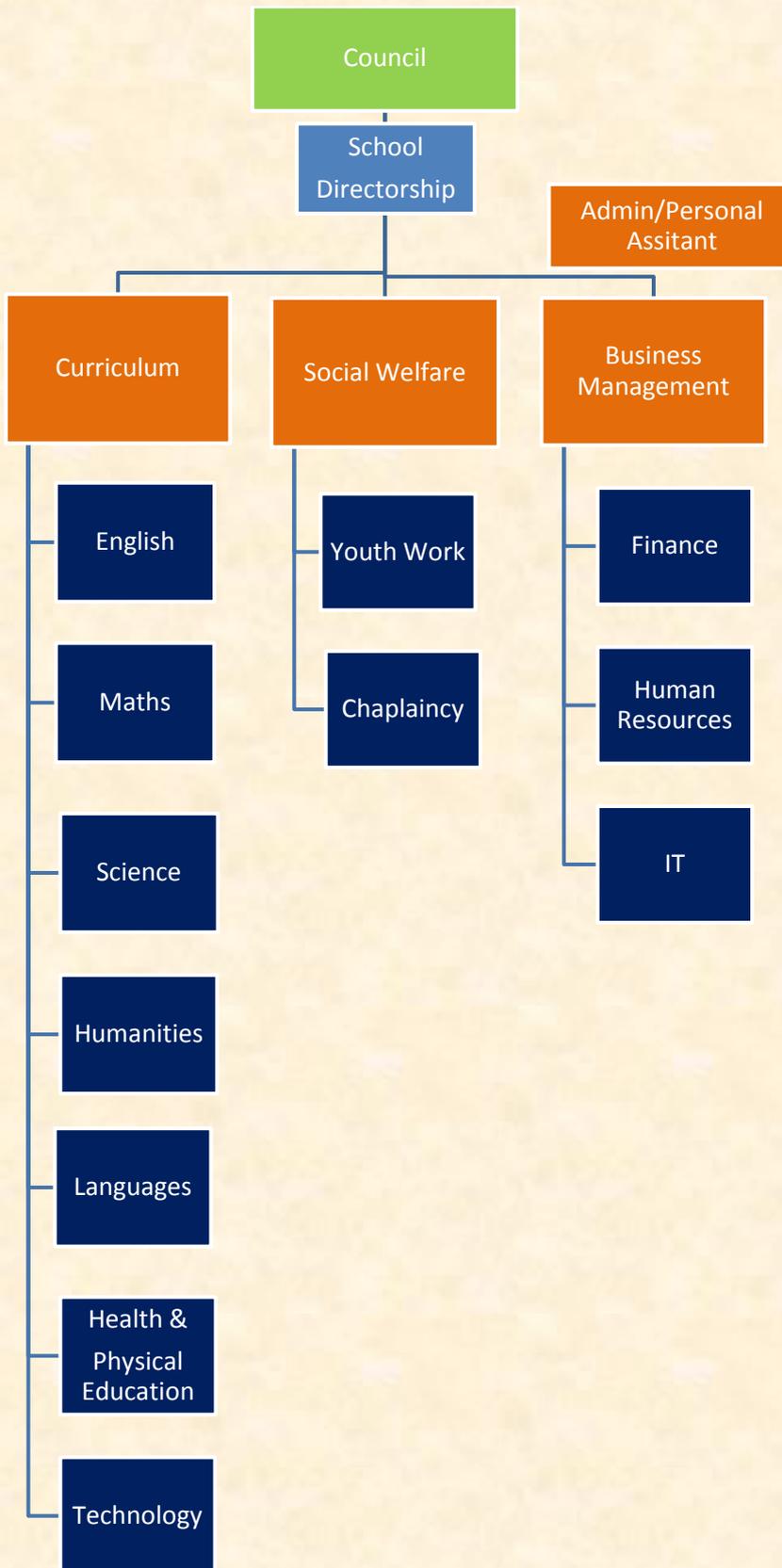
- A. Compliance with all of Sowilo's legal and statutory obligations as per relevant Acts.
- B. Ensuring resources and staff are allocated.
- C. Complying with contractual obligations.
- D. Reviewing, amending or entering into new contractual arrangements.
- E. Identifying and managing risks, including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

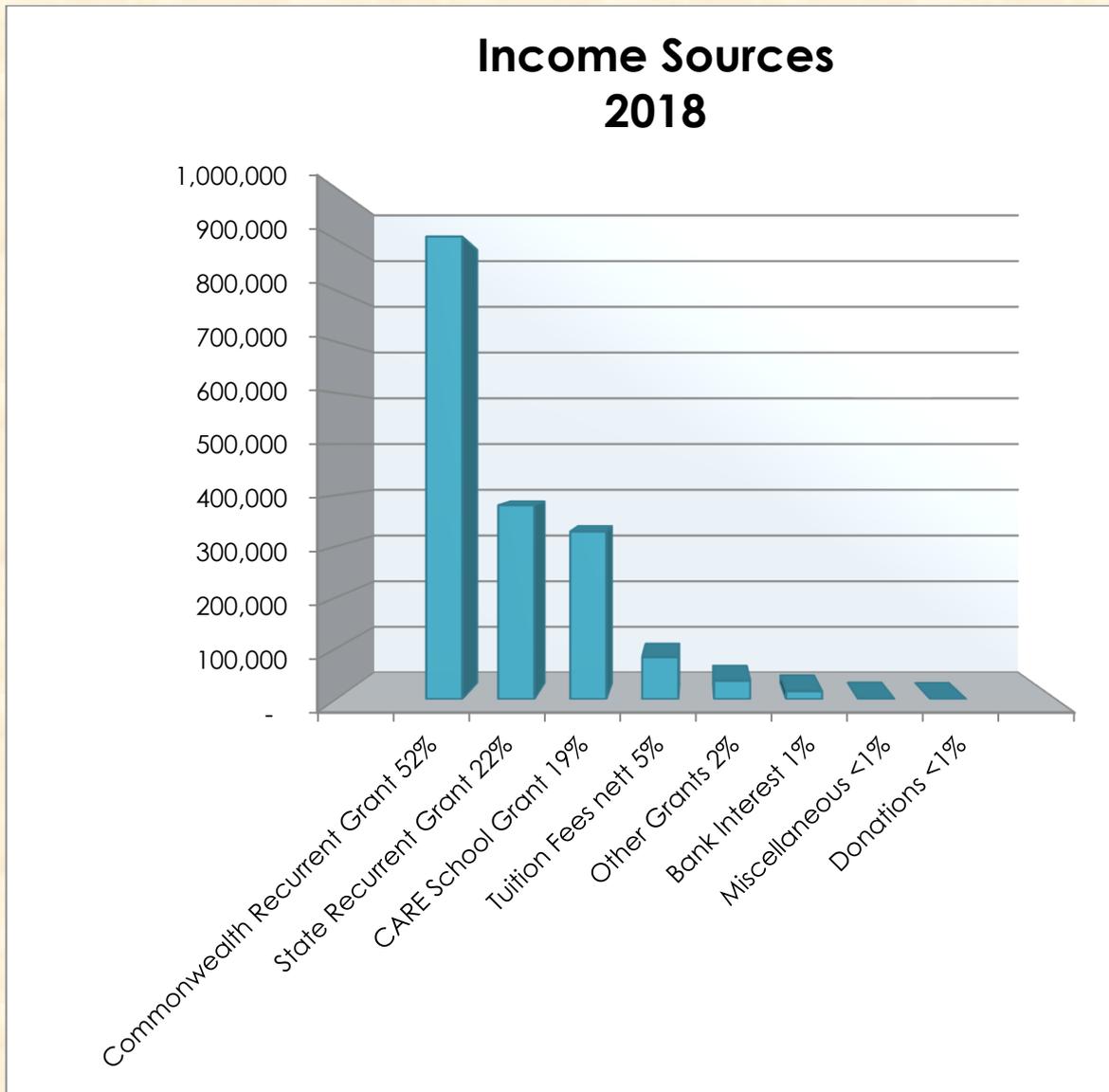
The School is governed by its Council under its constituent rules. The Council will review the organisational structure and the Constitution regularly to ensure that the existing structure is the most appropriate in light of Sowilo's visions, values and mission statement.

## Organisational Chart



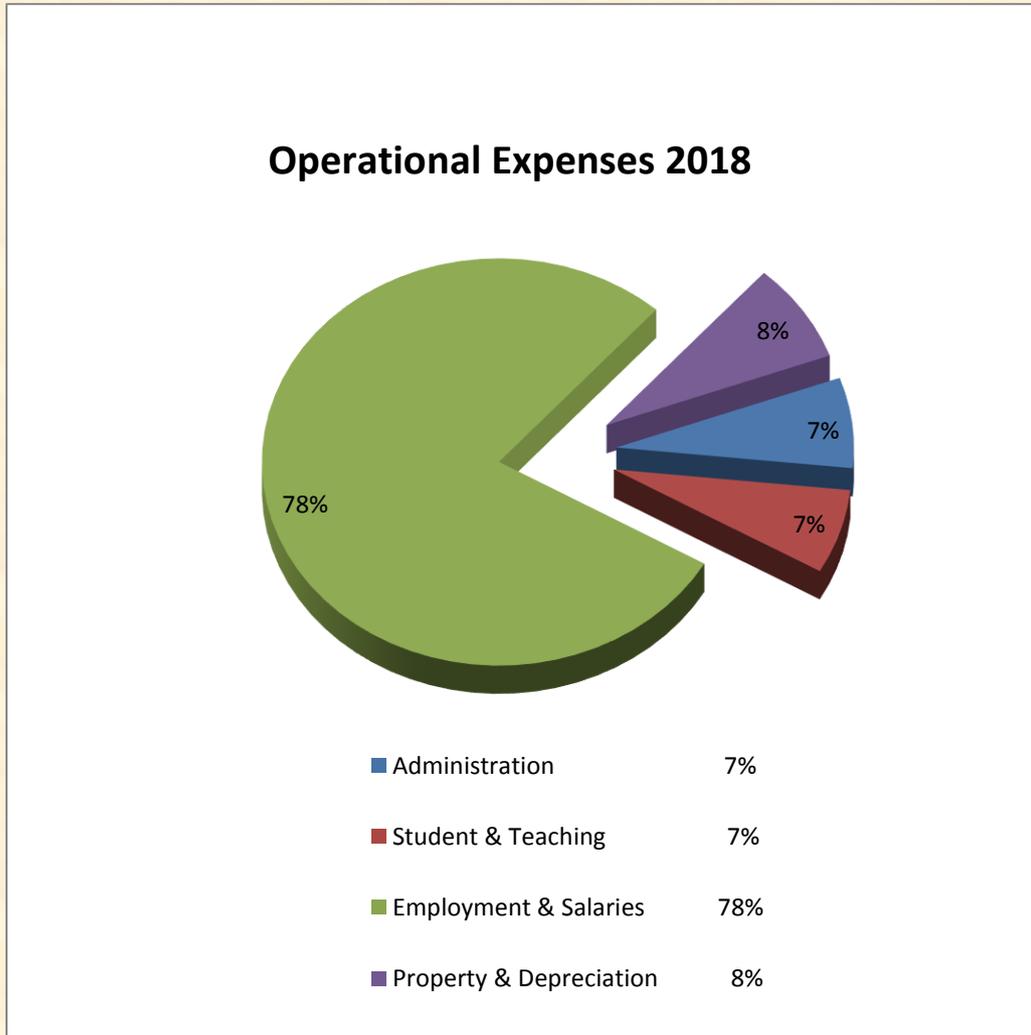
## Income Sources

Sowilo Community High School received 74% of its 2018 income from Commonwealth and State Governments Per Capita Recurrent Grants which is based on student attendances. 19% 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 5% of income which is representative of the Low SES demographics of the school's community. Fees have not been increased since 2006.



## Expenditure

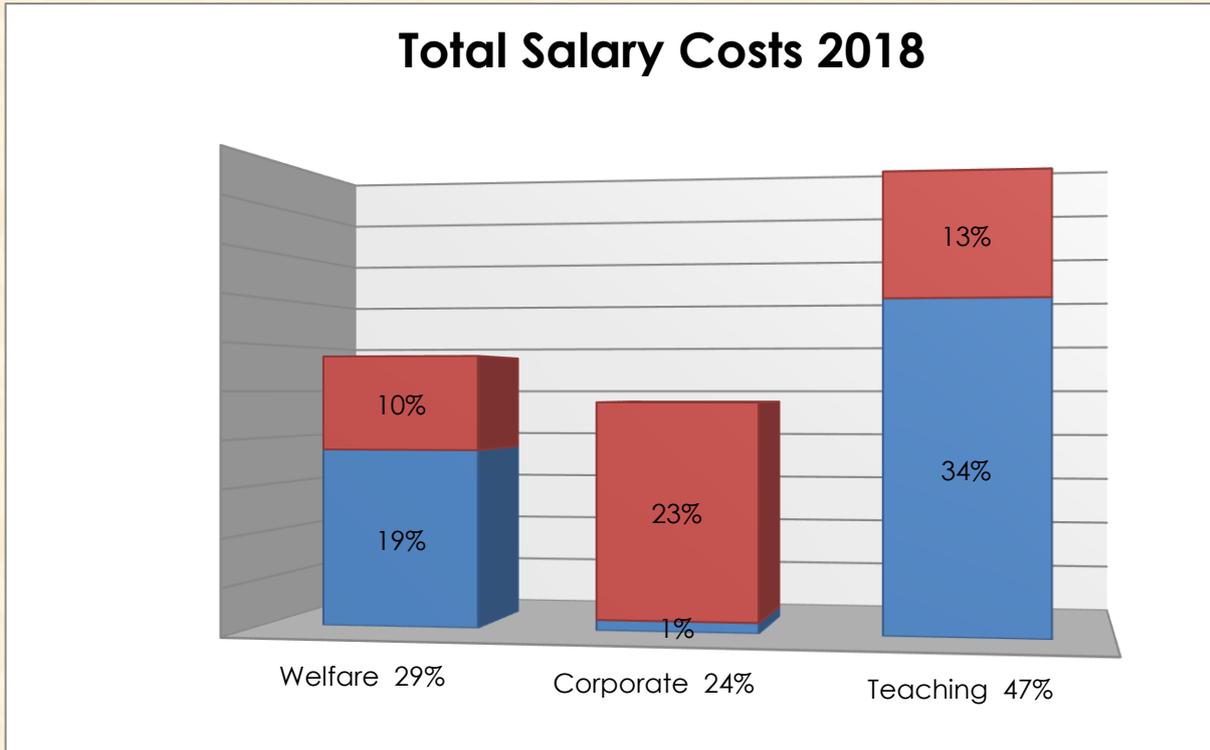
The largest expenditure of the school is Salaries and Employee Benefits representing 78%. All other operational costs are under 10%, as per the Pie Chart below.



## Employee Salaries

Employee Salaries are the largest expense to the school, representing 78% of total expenditure. Salaries are apportioned across the three departments of the school, i.e., Welfare, Teaching and Corporate. Percentage Distributions based on salaries across Welfare, Corporate and Teaching were 29%, 24% and 47% respectively.

There were five employees presiding on the School Council, two from Welfare, one from Teaching and two from Corporate. Their Salaries were 46% of total salaries.



**School Employees  
presiding on Council**

**School Employees**

EMPLOYEE SALARIES for 2018				
	<i>Welfare</i>	<i>Corporate</i>	<i>Teaching</i>	<i>Total</i>
Employees Presiding on Council	10%	23%	13%	46%
Employees other	19%	1%	34%	54%
Total Employees	29%	24%	47%	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

# SAMOA

The Treasured Islands of the South Pacific

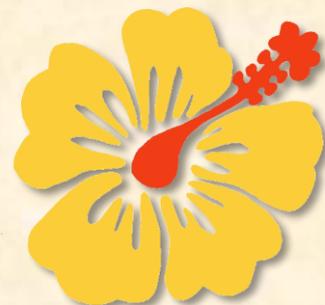


## Samoa Trip 2018

During 2018, students once again competed for a chance to take part in a trip, this time flying to Samoa. Some of the highlights of the trip were visited SVSG and demonstrated BJJ, coconut husking, basket weaving and climbing Mt Vaea.

In the end the successful four were: Faith Webb, Jimmy Mountford, Campbell Wright, Bray Sheveleff, Caitlyn Elliot and Taylor Marsh.





*Cooking*



*Leaders Camp*



*Australia's Biggest Morning Tea*





*Music Class*



*Magic the Gathering*



*Toby the  
Wonder Dog*



*Campus of Hope - Samoa*



*Sculpture by the Sea*



*Giant Art*



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For additional information, please contact

Coordinator/Senior Social Worker: David Marshall

Registrar: Sally Marshall