



PEOPLE

PASSION

POTENTIAL

SOWILO COMMUNITY  
HIGH SCHOOL

ANNUAL REPORT

2020







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- 
- 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

# Our School at a Glance

## The meaning of CARE School

Care schools offer a flexible learning environment to help young people who cannot participate in a mainstream school, to learn, grow and prepare for adult life.

We cater to educationally 'at risk' students focusing on re-engagement in learning by providing an alternate flexible and individualised education program. Through re-engagement in learning, we aim to prepare our students for life after school by empowering them to become creative and responsible adults who contribute to their community.

## Our Core Values

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

## Our Vision

At Sowilo Community High School, we strive to create a welcoming environment for our community (students, staff, families and volunteers).

We prioritise our community safety to create an educational environment aimed at academic success and personal growth.

We aim to provide a safe, inclusive environment that encourages students to become positive role models in the community who take responsibility for their leadership, learning and behaviour.

We encourage students to learn and appreciate their unique and diverse skills through curiosity, discovery and inquiry. Our staff are mentors who act as a learning resource providing support and encouragement to enable students to learn, grow and achieve.

# History

## The Story So far

Sowilo was established in 2001 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.

# Chairman's Report

The past 12 months have been some of the most challenging times ever for the education establishment in our state.

Sowilo led by Dave Marshall have navigated the storm of Covid 19 very effectively and pupil outcomes have been largely unaffected.

On the traditional education front the staff have adapted to the ever-changing requirements from government. Huge efforts were made to ready the school for online learning although on the hole was not required.

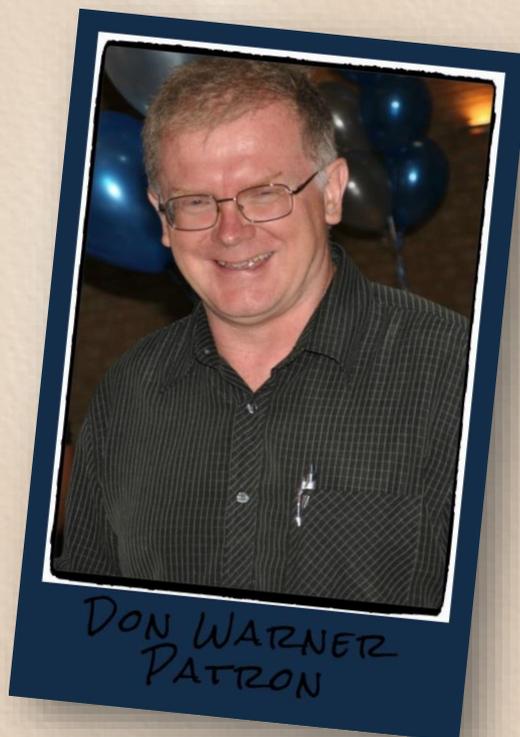
Extracurricular activities such as sport and excursions were severely curtailed by Covid in particular the schools Jujitsu programme. Staff have been very creative in making sure the pupils still had suitable outlets for physical activity.

We must congratulate the counselling staff who had their usually demanding load increased by additional pressures and anxieties of life under Covid.

One of the highlights of the year was negotiating the purchase of the building adjoining to the school premises. Thanks to strong financial management Sowilo has been able to purchase the building outright and after gaining appropriate approvals, work is under way to fit out the building for school use.

As Chairman of the Board, I am both pleased and proud to confirm that Sowilo is in a healthy financial state. Staff are working effectively as a team; pupil outcomes are strong, and the school community is continuing to be a place of healing and restoration for many young people.

Don Warner



# Coordinator/Senior Social Worker Report

Our past year has certainly come with its challenges as we all know, I am very proud to say that our community rose to take on these challenges.

Covid 19 and the ongoing cascade of issues that it brings, I believe has and continues to help Sowilo become strong. Our students continue to show resilience and commitment whilst taking on the fears that such a pandemic brings. Our staff and extended community have rallied to adapt and thrive in difficult situations.

2020 welcomed new staff to our team that assisted in widening our ability to service our community. In-turn this enabled our leadership team to have more focus on the growth of service and best practice within.

Our year witnessed much success across academia, welfare (counselling), sport and wilderness training. Many students passed their courses, some went on to further training through TAFE and apprenticeships, others grew emotionally and mentally showing resilience through tough times. Some students went on to compete in the state championships in Brazilian Jiu Jitsu winning Gold and Silver whilst leadership and challenges were achieved on our wilderness treks.

In a year that challenged us in many ways Sowilo grew and overcame adversity. I'd like to thank our team and our community for all of its support in assisting our students and their families through this year of education and tough times.

David Marshall

Coordinator/Senior Social Worker



# Curriculum Coordinators Report

## Introduction

The year 2020 presented many teaching challenges as teachers navigated the digital teaching arena, learning packs and maintaining contact with students to monitor learning during the COVID19 period.

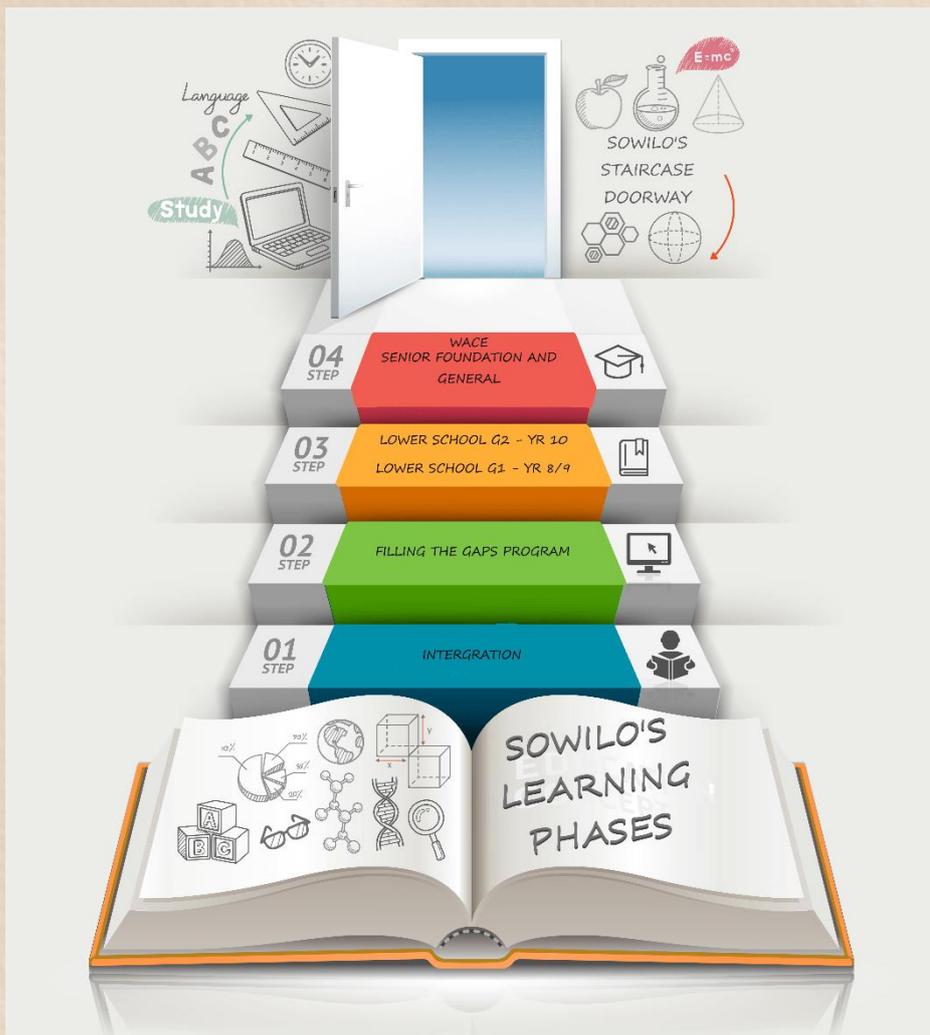
Teaching and Learning were impacted long after students returned to school as teachers identified learning gaps together with the social/emotional impact on students who were struggling to return to a school routine. Many resources were invested into the school community to establish a sense of safety for students to transition back into learning.

Educational goals were shifted, but it remained a priority for all students to experience a measure a success, whether it be an educational, welfare or personal success.

These goals are outlined in the Strategic Plan for Sowilo CHS:

- A measurable improvement in Numeracy and Literacy levels demonstrated across the curriculum.
- An increase in student engagement and participation in learning and social programs.
- An increase in student attendance.

These objectives were addressed through teaching programs delivered in learning phases, continual monitoring, reviewing and responding to student learning, engagement and attendance.



## Learning Phases for 2020

In 2020 students were taught an adjusted Australian Curriculum with a limited breadth and depth of each learning area. Students were assessed against limited achievement standards and or syllabus outcomes across different year groups; thus, an adjusted and differentiated curriculum was delivered to promote academic progress, participation, and increased attendance.

All students were supported with a comprehensive welfare program that included access to individual counselling, class-based teachings on Protective Behaviours, Life Skills, Choose to Cruise (Emotional Regulation program) and a range of electives.

Excursions and Incursions were used as an extension of academic programs and to encourage engagement. Students participated in and experienced:

- Protective Behaviours Incursions
- Mozzie presentation by City of Armadale
- Water Corporation Incursion
- Latitude
- Adventure World

## Literacy and Numeracy Benchmarks

As a Curriculum and Reengagement in Education (CARE) School, Sowilo CHS encourages students to engage with the NAPLAN in years 7 and 9. However, with the high number of new enrolments into these year groups throughout the year, results indicate the student gaps in Literacy and Numeracy levels and is often not a reliable indication on the success of teaching programs. Teachers use performance and diagnostic data from a range of testing and teacher observations to indicate gaps in student knowledge and effectiveness of teaching programs.

This creates a very individualized approach to teaching as each student works towards their own learning objectives.

### Learning Range as indicated by ACER testing.

Learning Phase	Integration	FIG	LSG2 (Year 8/9)	LSG3 (Year 10)	Years 11/12 Foundation	Years 11/12 General
Literacy Age range	Age 7-11	Age 7-11	Age 10-	Ages 8-15	Ages 13-	Ages 15-17
Numeracy Age range	Age 7-11	Age 7-11	Age 10-	Ages 8-15	Ages 13-	Ages 15-17

### OLNA Results for 2020

Round 2 OLNA Results	Numeracy	Reading	Writing
Category 1	11	6	8
Category 2	17	18	18
Category 3	29	32	33
NSA	10	11	8

## WACE Results for 2020

Core Subject	Symbol Achieved	No of Students
English General Unit 1	A	1
	C	2
English General Unit 2	B	3
English Foundation Unit 2	C	1
Mathematics Essential General Unit 1	B	2
Mathematics Essential General Unit 2	A	2
	B	2
Mathematics Essential General Unit 3 and 4	A	4
	C	1
Mathematics Foundation Unit 1	A	1
Mathematics Foundation Unit 2	A	1
	B	1
Certificate II Business		2
Certificate III Engineering (Technical)		1
Endorsed Program: Keys for Life		1

## Student Engagement

Students at Sowilo CHS 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 qualified and talented staff.

Specialist Programs for 2020 produced much success. These included:

- Brazilian Jiu-Jitsu
- Power Lifting
- Sustainability Program, which included Chicken Club, Bush Walking and Fish Breeding
- Aquaponics
- Music Programming
- Music (Instrument lessons)
- Desert TREK

Electives for 2020 included:

- Magic the Gathering
- Sand Art
- Giant Art
- Cosplay
- Cooking

The Welfare staff included an Outreach Program in their strategies to reach disengaged students. This involved three staff members who coordinated a program to touch base with students whose nonattendance was negatively impacting their learning outcomes.

## **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 were counselled per our Year 11 and 12 Pathways Guidelines on the best options for them post school

## **Professional Engagement:**

### **Teacher Qualifications**

In 2020, the teaching team consisted of five teachers. Three teachers were employed full time and two teachers were 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 met the professional requirements to teach in Western Australian schools and are registered as provisional or full registration with the TRBWA.

### **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. These courses included Child Safe Organisations, Minecraft Education, VET Currency, First Aid in an Education Setting and Preservice Teacher Supervisor training.

## **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.

## **Conclusion:**

In 2020 the staff and school council of Sowilo Community High School worked tirelessly to maintain our dedication and commitment to the education of our young people during unprecedented times.

## **Gill Porter (Teacher/Deputy Principal)**





# 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



At Sowilo Community High we aim to teach our students the knowledge, skills, value and worldviews necessary for them to act in ways that contribute to more sustainable patterns of living. Our sustainability program is implemented across our whole school through subject lessons across our curriculum, hands-on projects and whole school community initiatives through which all students gain exposure.

Students all participate in initiatives such as recycling materials and organic waste produced by the community. Our food waste is turned into compost and used to maintain our own worm farm. Compost and worm juice are then used to fertilize our community gardens which have been constructed from recycled materials allowing students to gain valuable design and construction skills. Our chicken program aims to teach students the necessary knowledge and skills to breed and maintain food animals, and together with the vegetables we harvest from our gardens, are used as ingredients in our healthy eating programs.

This is an extension of our existing fish breeding and maintenance program. The project aims to teach students knowledge in the areas of mathematics, biology, horticulture, aquaculture, monitoring and managing ecosystems, aquatic science, environmental science and design and technology. Specific skills gained through this project include:

- Being able to test and maintain water quality parameters such as pH and ammonia.
- Monitoring the health of the systems and making changes including managing bacterial load and fish sickness or death, sorting and grading fish, adjusting feeding types and ratios, and removing waste buildup.
- Calculating tank volumes, measuring growth rates of fish, and collecting and organizing water quality data
- Maintaining water quality through regular water changes
- Designing and building system components such as aeration lines, heating, and filtration components
- Working collaboratively and contributing to a community, building networks and relationships, and improving communication and critical thinking skills.

By prioritizing a sustainability approach to our teaching here at Sowilo Community High School, our overall aim is to develop critical and reflective thinking processes so that our young people can go forward and design actions and life habits that support and promote healthy wellbeing as well as healthy social, economic and ecological systems.

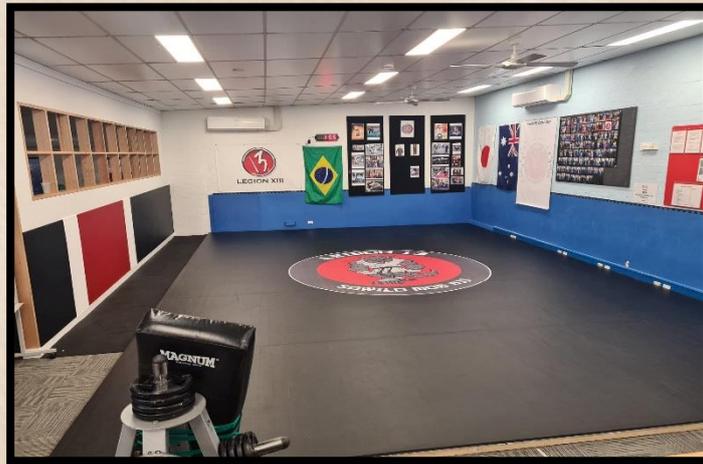




# Brazilian Jui Jitsu

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 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:

- **Teamwork**
- **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!!).



# Business Managers Report

It was another successful year at Sowilo across the three divisions, i.e., teaching, welfare, and business. We saw our staff excel in a difficult year caused by the Covid-19 pandemic. Despite the challenges brought by the pandemic, Sowilo was able to continue to provide educational programs (albeit differently) and retain all its staff. Business was able to achieve positive operational results for the whole school.

A major capital acquisition was made with the purchase of the building adjacent to the existing school. Sharing a common wall, construction of an internal passageway will provide access to the new space. The new space will house two new open classrooms, offices for Welfare and Business staff and a bespoke Sensory Room for student counselling.

Student attendances continued to improve and all 76 enrolled students were approved for full funding. Human Resources created three new positions: Clinical psychologist, Policy Writer and an Assistant Accountant, bringing total staff to 21. The staff to student ratio is approximately 28%, i.e., one staff to three students.

Sowilo received for the second year in a row, a \$5000 donation towards its Scholarship Fund. The Scholarship is awarded to a student's pursuit of further studies following their education at Sowilo. This year's recipient will commence a TAFE Certificate IV in Community Services in 2021. We wish the student all the best with their studies. A huge thankyou to our generous benefactor.

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.

## Business

The comprehensive Financial Statements for the year ended 2020 were approved by the school Council and were independently audited. In the auditor's opinion, the financial statements

- (a) gave a true and fair view of the Association's financial position as at 31 December 2020 and of its performance and cash flows for the year ended on that date; and
- (b) comply 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 major source of income is sourced from Commonwealth and State Government Recurrent Grants and the CARE school Special Education Grant which provides funding towards Inclusive Education programs.

The largest expense is Employment Expenses being 74% of total expenses. Sowilo employs 8 teaching staff, 7 welfare staff and 6 corporate and general staff. In terms of the total hours delivered to students, teachers represent 40% of the time, 30% from the Welfare team and 29% from corporate and general staff.

Major Capital Expenditure in 2020 was the purchase of Unit 2, building next to Sowilo, construction of four partition walls in unit 1 to create four new open plan teaching areas, 10 new reverse cycle air-conditioners and 34 new laptops and also a state of the art BJJ matt in the new corner created gym space.

Kath Wainwright  
Business Manager

## **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:

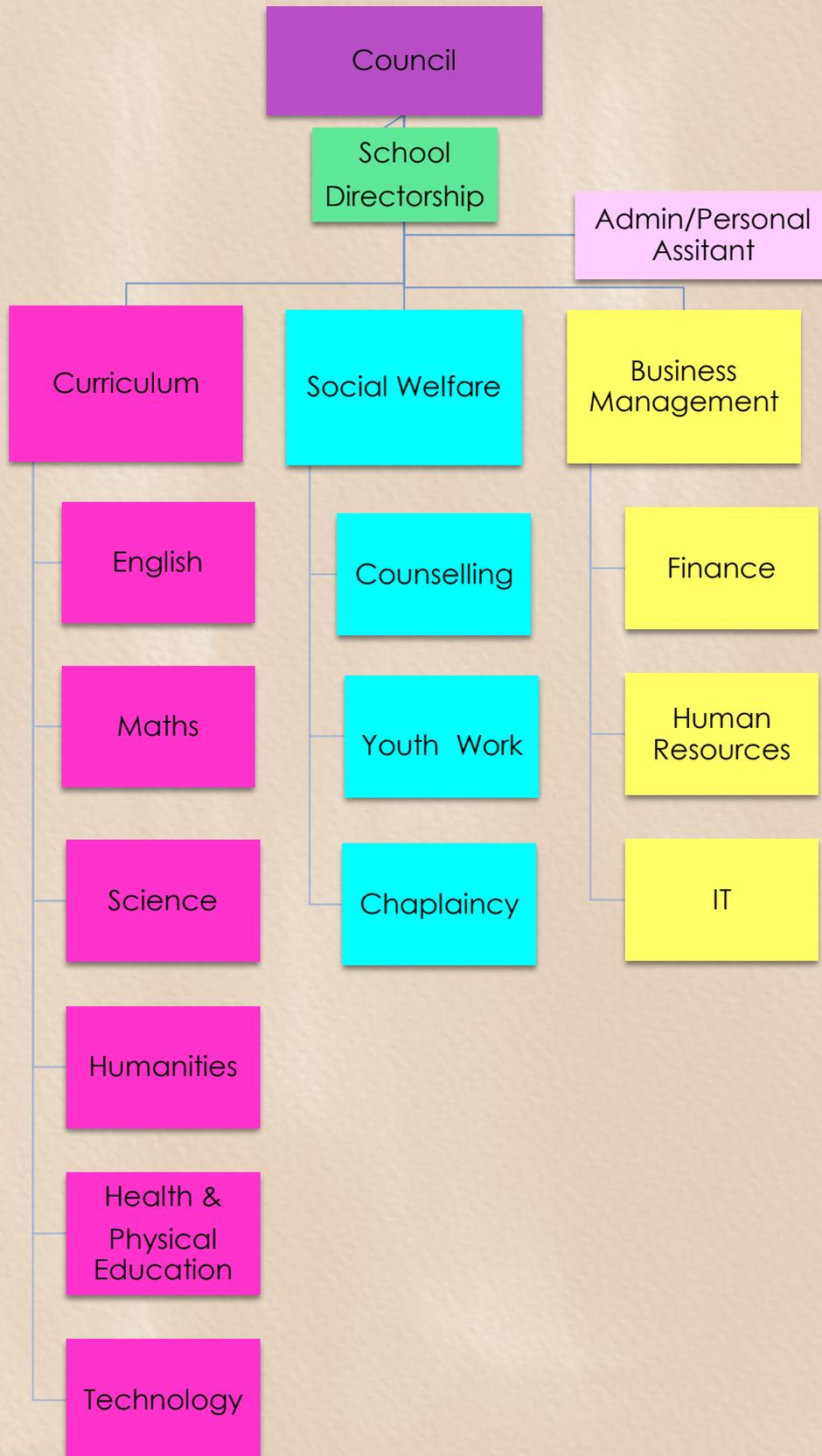
- A. Compliance with all of Sowilo's legal and statutory obligations as per relevant Acts.
- B. Ensuring resources and staff are allocated.
- C. Complying with contractual obligations.
- D. Reviewing, amending or entering into new contractual arrangements.
- E. Identifying and managing risks, including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

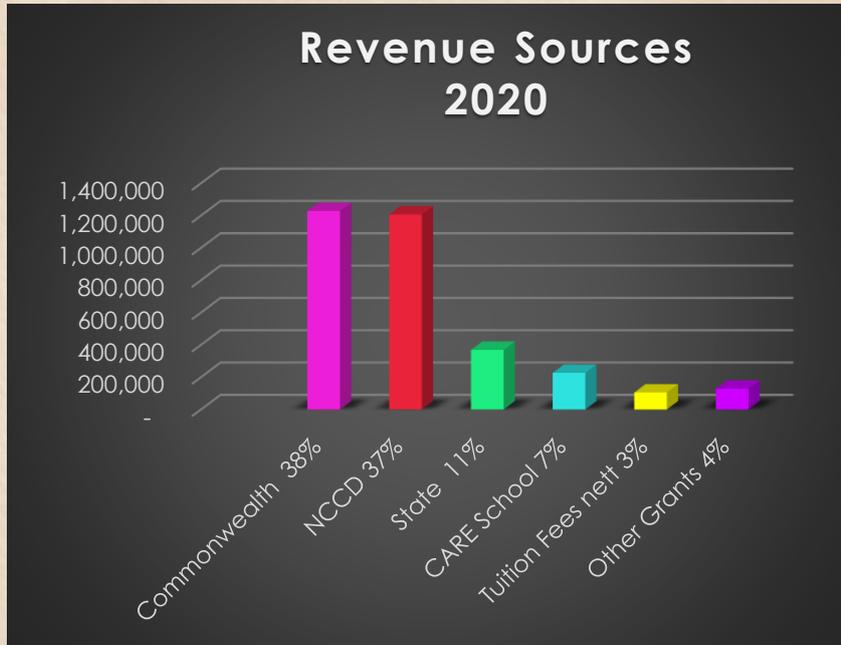
The School is governed by its Council under its constituent rules. The Council will review the organisational structure and the Constitution regularly to ensure that the existing structure is the most appropriate in light of Sowilo's visions, values and mission statement.

## Organisational Chart



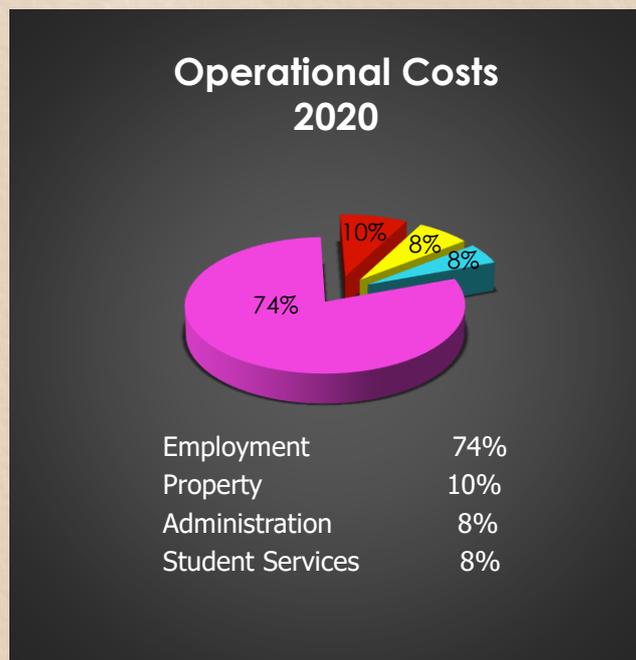
## Revenue Sources

75% of Sowilo's 2020 revenue came from Federal Government and 11% from State Government Recurrent grants. Additional funding from CARE school's Inclusive Education program contributed 7%. Other Grants included National Schools Chaplaincy Grant and the Raising of School Leaving Age (ROSLA) grant. A Cash Boost from the government for the Pandemic was directed to funding additional online tuition, installing safe hygiene practices in the school. Tuition fees were 3% of income which is representative of the Low SES demographics of the school's community.



## Expenditure

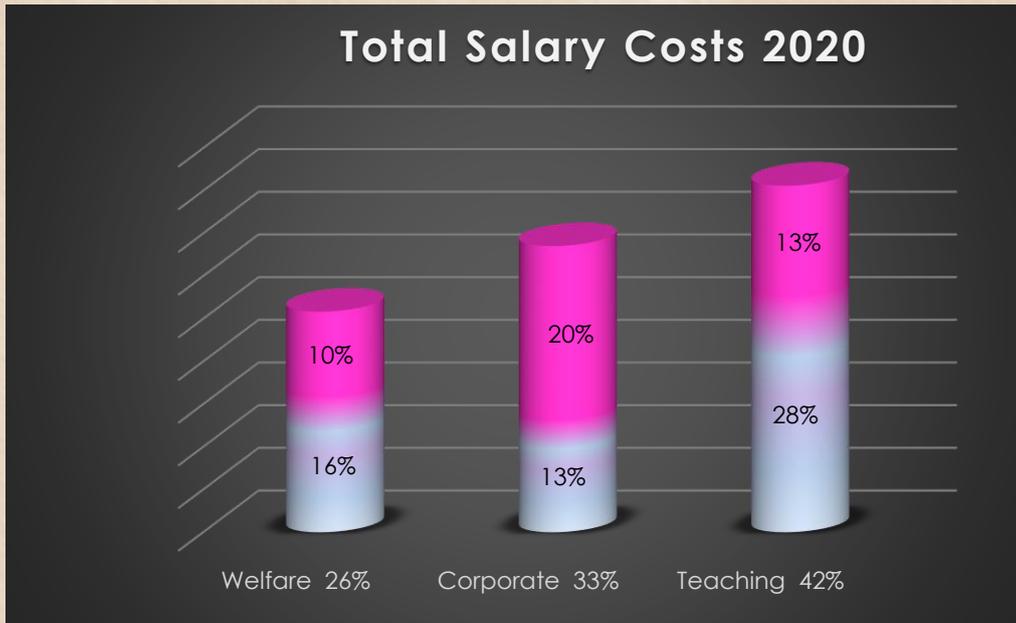
The largest expenditure of the school is Salaries and Employee Benefits representing 74%. All other operational costs are under 10% and come within budget.



## Employee Salaries

Employee Salaries are the largest expense to the school, representing 80% of total expenditure. Salaries are apportioned across the three departments of the school, i.e., Welfare, Corporate and Teaching. Percentage Distributions based on salaries were 26%, 33% and 42% respectively.

There were five employees presiding on the School Council, two from Welfare, one from Teaching and two from Corporate. Their Salaries were 43% of total salaries.



EMPLOYEE SALARIES for 2020				
	<i>Welfare</i>	<i>Corporate</i>	<i>Teaching</i>	<i>Total</i>
Employees Presiding on Council	10%	20%	13%	43%
Employees other	16%	13%	28%	57%
Total Employees	26%	33%	41%	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) Voluntary Workers Personal Accident
- d) Cyber Liability
- e) Kidnap and Ransom
- f) Broadform Liability
- g) Management Liability
- h) Industrial Special Risk
- i) Professional Indemnity
- j) Corporate Travel
- k) Fleet Motor

## **Policies and Procedures Statement**

Sowilo ensures it maintains and implements the necessary policies, procedures and related documents in compliance with all legal and regulatory bodies requirements in order to protect students and staff and ensure efficient and effective operation of the School.

The school's Council with assistance from the School management team periodically:

- Review the policies and procedures
- Assess their effectiveness
- Give consideration to amend or update existing policies and/or procedures
- Introduce new policies, procedures or related documents to continually improve them as to comply with new educational and legal guidelines etc.

# Daily Life of Sowilo



Music Class

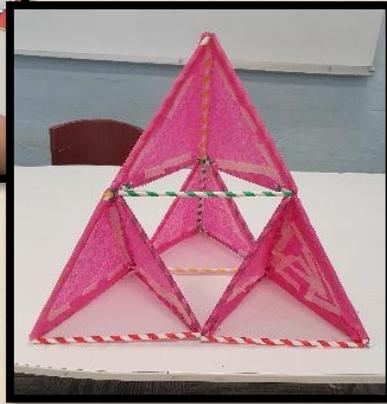
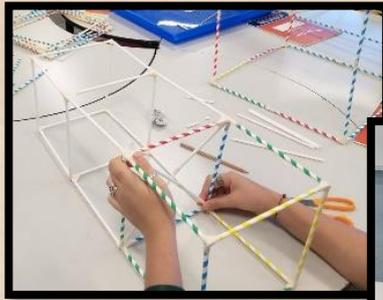


Powerlifting



## Rowing Program





STEM



Archaeology Dig



Tap Out Cancer





*SOWILO Chicken  
Club*



*SOWILO Vegetable  
garden*



# SOWILO'S THERAPY DOGS



*Coconut*



*Toby*



The best therapist  
has fur and  
four legs.





Sowilo Community High School  
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For additional information, please contact

Coordinator/Senior Social Worker: David Marshall

Registrar: Sally Marshall