



PEOPLE

PASSION

POTENTIAL

SOWILO COMMUNITY  
HIGH SCHOOL

ANNUAL REPORT

2021









# TABLE OF CONTENTS

## 2021 ANNUAL REPORT

- 2** Our School at a Glance
- 3** History
- 4** Chairman's Report
- 5** Coordinator/Senior Social Worker Report
- 6** Curriculum Coordinators Report
- 10** Cosplay
- 11** Sustainability
- 12** Brazilian Jui Jitsu
- 13** Wilderness Trek
- 14** Business Managers Report
- 17** Organistational Chart
- 21** Daily Life at Sowilo



- 
- An abstract graphic design featuring a textured, light beige background. Overlaid on this are various colorful shapes: large, overlapping circles in shades of purple, pink, orange, yellow, and blue. Some of these circles have a halftone dot pattern. There are also dynamic splashes and brushstrokes in orange, red, and blue, particularly on the left and bottom edges. A large, white, semi-transparent oval is centered on the page, containing a list of bullet points.
- 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.

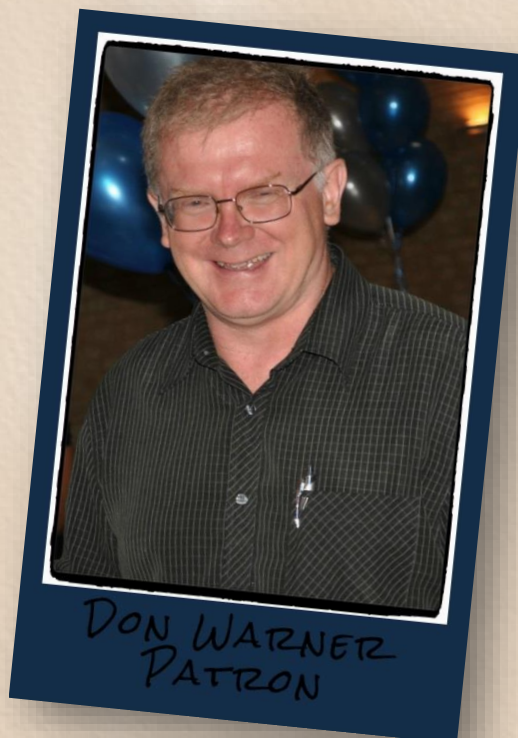
Extracurricular activities such as sport and excursions were severely curtailed by Covid in particular the schools Jujitsu programme. Staff have been very creative in making sure the pupils still had suitable outlets for physical activity.

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

As we all know our past year has certainly come with its challenges. I am very proud to have been part of a team that has risen not just to cope with challenges, but to also overcome them.

Covid 19 and the ongoing cascade of issues, along with day-to-day Sowilo life has reenforced strength, resilience and grit within our community. Our students and staff continue to show perseverance and commitment whilst taking on the fears that a pandemic and life brings. Our staff and extended community have rallied to adapt and thrive in difficult times.

2021 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 our service and best practice within our community. It has also created room for philosophical and practical growth within our middle management structure, with the scope of fostering and mentoring new staff for the future.

With the near completion of Unit 2 the year brewed excitement for our expansion of more space and a better resourced area for our community to thrive in.

Our year also witnessed much success and growth across academia, welfare, counselling, sport, wilderness training, BJJ and many other areas within our small community. Many students passed their courses, some went on to further training through TAFE, University and apprenticeships, others grew emotionally and mentally showing resilience through tough times, and some grew by just showing that they have the tenacity to survive each day. Some students went on to compete in the State Championships in Brazilian Jiu Jitsu, winning silver and bronze. Our trek leadership group bonded on their yearly trip and many students benefited from the lessons taught by mother nature through the wilderness trek program.

In a year that challenged us in many ways, Sowilo grew and overcame adversity. These afore mentioned characteristics are what I believe are so important in building strong community members for the now and the future. I'd like to thank our community, which include our students, parents/carers, staff, community partners and council members for all of their support over the past year.

David Marshall

Coordinator/Senior Social Worker





# Unit 2 Expansion

Sowilo acquired the building next door connecting Unit 2 to Unit 1 in 2020 and construction started over the 2020-21 school holidays.

Demolition of the interior took place and construction of the new fit-out commenced. There were numerous delays with world-wide shortages of materials, e.g., timber had to be sourced from Russia. By the end of the year, the new classrooms were taking shape, bare walls were constructed, flooring laid, the roof upgrade and new ceilings installed.



Classroom 1



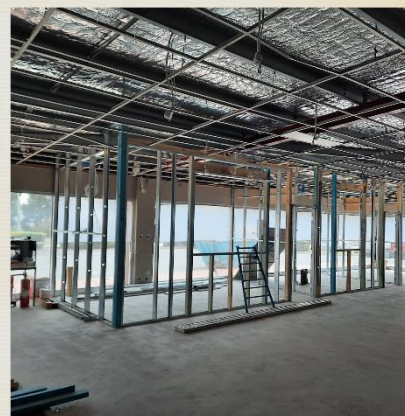
Main Entrance



New ablution area



Classroom 2



Offices



# Curriculum Coordinators Report

## Introduction

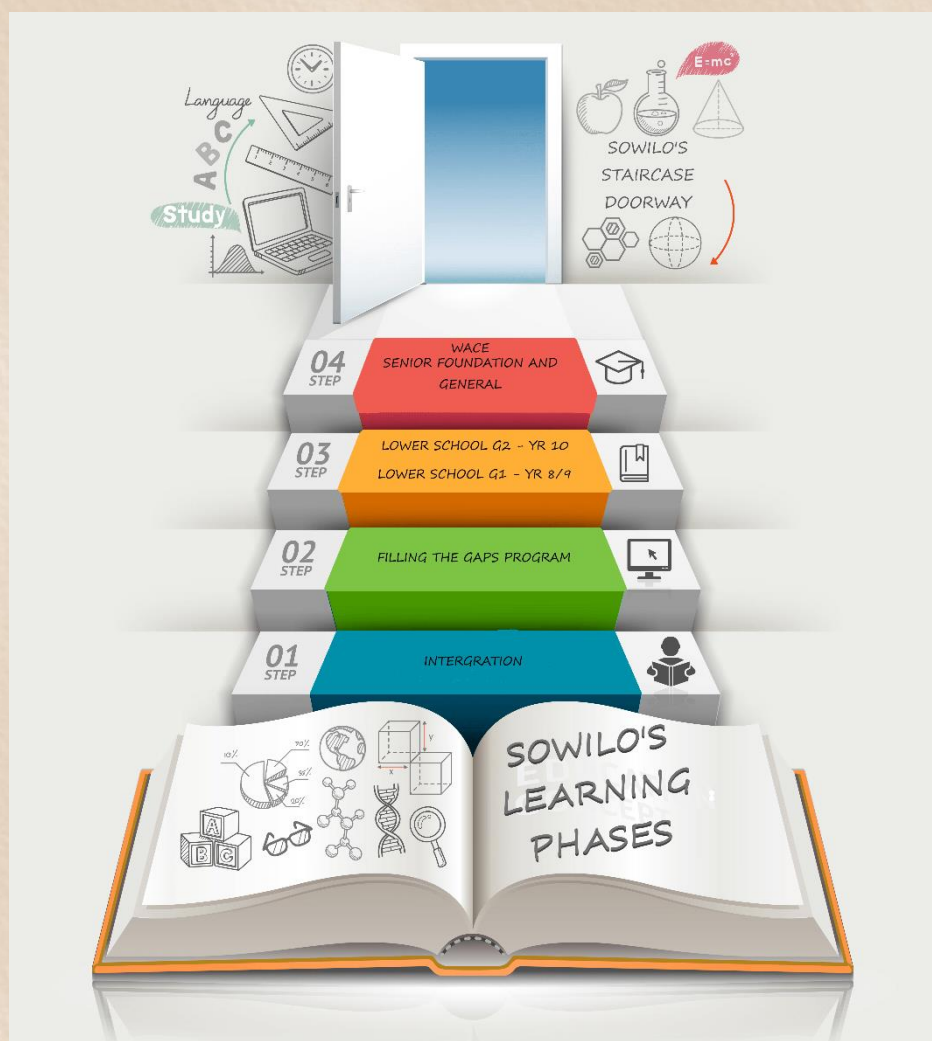
The year 2021 saw the continuing of Government mandates surrounding the management of the COVID 19 pandemic and its impact on what education looked like, as we entered a new teaching year. The wearing of masks presented a challenge to many students, but this new normality was quickly established, and it was business as usual. Educational goals were realigned, as outlined in the Sowilo CHS Strategic Plan

This commitment continued to be:

- 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.

The staff at Sowilo CHS addressed these objectives through a collaborative, multi-faceted, whole school approach. The teaching team continued to engage, teach, monitor, review and evaluate all areas of teaching through the "learning phases model".

## Learning Phases for 2021



In 2021, teaching programs aligned to the Australian Curriculum with a framework of learning diversity that provided our students with equitable opportunities for successful learning and engagement. 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.

Teaching included Protective Behaviours, Keeping Safe, Life Skills, Emotional Regulation (Choose to Cruise), Work Transition (Swipe) 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:

- Electoral Education Centre
- Parliament House
- Constable Care
- WA Museum of Natural History
- HMAS Stirling Naval Base, Garden Island
- WA Wildlife (Native ARC)
- Fremantle Prison
- Sports Carnival
- Community celebration of Thanksgiving Day

### **Literacy and Numeracy Benchmarks**

As a Curriculum and Reengagement in Education (CARE) School, Sowilo CHS encourages the participation in the National Assessment Program - Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment (OLNA), however, results are often negatively impacted by student circumstances beyond their control. Teachers, therefore, also use performance and diagnostic data from a range of standardised testing and teacher observations to indicate gaps in student knowledge and effectiveness of teaching programs.

All students work towards their own learning objectives in an Individualised Education Plan.

### **OLNA Results for 2021**

Round 2 OLNA Results	Numeracy	Reading	Writing
Category 1	4	1	1
Category 2	14	10	12
Category 3	21	29	24
NSA	5	4	3

Subject	A	B	C	D	E
English General Unit 1			1	4	1
English General Unit 2		2			
Maths Essential General Unit 1		2			1
Maths Foundation Unit 1		2	1		
Maths Foundation Unit 2					1
VETDSS			3		

This data represents 9 students. Of the students who have achieved D and E symbols, 2 out of # students are returning, and a 4<sup>th</sup> student has been offered an alternative study pathway that will include a Certificate II in Business.

The VET delivered to Secondary students (VETDSS) pathway included an achievement of 2 students successfully completing Certificate II Business, and 1 student completing Certificate II Automotive Skills.

Students who have left Sowilo CHS for 2021 have moved onto job opportunities, TAFE entry and University placements.

## 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 2021 produced much success. These included:

- Brazilian Jiu-Jitsu
- Weight Training
- Sustainability Program, which included Chicken Club, Bush Walking and Fish Breeding and duck rearing
- Aquaponics and school gardens
- Music Programming
- Music (Instrument lessons)
- Desert TREK

Electives further expanded our curriculum and included Magic the Gathering, COSPLAY, Giant Art, Just Dance and Photography.

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



## Student Attendance

%Attendance Range	Term 1	Term 2	Term 3	Term 4
0-20%	6	6	9	5
21-40%	8	7	10	5
41-60%	5	8	8	6
61-80%	19	15	12	14
81-100%	39	39	32	39
Total Students	77	75	71	69

## Professional Engagement:

### Teacher Qualifications

In 2021, 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.

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

## Conclusion:

In 2021 the staff and school council of Sowilo Community High School have continued to maintain high standards of teaching and commitment to the education of our young people during challenging times. Thank you to our school council, management, staff, parents and volunteers who have contributed into the lives of our students and the building of our school community.

**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.



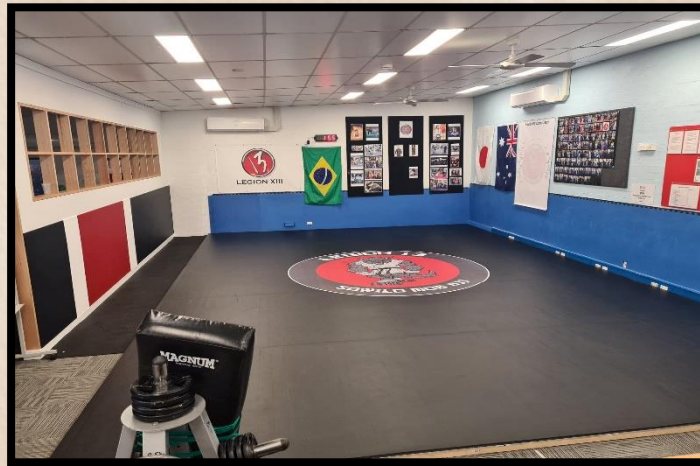




## Brazilian Jui Jitsu

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 24 hours. If they need something later, apart from health-related things, it's bad luck! After this it's breakfast! Students are given an array of challenging foods to eat in a certain amount of time. If not eaten in this time, points are deducted. Now once breakfast is done and dusted its walking time. A hydration time is now put in place. Depending on the temperature, 1-2 litres are drunk to assist in hydration. Walking time is next with hydration stops on the way. Moving on, we have a practical activity and lunch.

## Each activity is marked on:

- **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

The year 2021 saw another challenging year with Covid-19 pandemic morphing and adjustments to lifestyle and operations continued in and out of the school environment.

Despite the challenges, it was another successful year for Sowilo's three divisions, i.e., teaching, welfare and administration (includes business). Staff once again excelled in the second year of the Covid-19 pandemic. Sowilo continued to provide educational programs (albeit some differently). Some excursions and activities were reduced or cancelled during lock down periods as directed by the government health directives. Staff and student numbers remained consistent throughout the year with some student and staff turnovers. Business kept within budget parameters and achieved a healthy surplus.

Acknowledgement and thanks to Sowilo's students, staff, management team and the Council in meeting the challenges whilst ensuring the safety of its community and fulfilling its mission to re-engage educationally at-risk students. Sowilo continues to be a going concern.

## 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 Federal and State 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 is given to families/carers who are experiencing financial and/or welfare hardship which impairs their ability to pay school fees. Evaluation is by a case-by-case basis and further discount, or waiver of tuition fees may be offered.



# 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





## Business

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 comprehensive Financial Statements for the year ended 2021 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 2021 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.

### Key Points:

1. Income exceeded Budget by 2%. The Federal Special Education Grant (students with Disabilities) was more than expected. Income budget always leans on the conservative side.
2. Student Activities and Teaching costs were less than the previous year. While costs exceeded the previous year, Budget provided extra resources which were not required; hence expenses came well under budget by 8%.
3. Surplus is down from last year by 42%, as 2020 was an exceptional year. The 2021 Budget factored in as many influences to provide a realistic approach which resulted in a gain of 45%,

December 2021 at a glance				
	12 months			
	change		Variance to Budget	
Income	10%	↓	2%	↑
Expenses	9%	↑	-8%	↓
Surplus	-42%	↓	45%	↑

Our total assets are up by 16% from last year, and our liabilities have gone down by 5%. The school's equity (total worth of the organisation) increased by 20%.

### Capital Investment

All relevant Council approvals were obtained for the building next door. Demolition of the interior took place and construction of the new fit-out commenced. There were numerous delays with world-wide shortages of materials, e.g., timber had to be sourced from Russia. By the end of the year, the new classrooms were taking shape, bare walls were constructed, flooring laid, the roof upgrade and new ceilings installed.

Minor equipment purchased throughout the year included three soundbars for the new Eboards; minor storage units; office chairs and a new coffee machine. Also, progress payments were made for the building works.

### Student Enrolments

Sowilo enrolled 25 new students in 2021. The cohort is consistent and 73 students were approved for full funding.

## **Scholarship**

Sowilo received for the third 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 BP001 Bachelor of Arts at UWA in 2022. We wish the student all the best with their studies. A huge thankyou to our generous benefactor.

## **Human Resources**

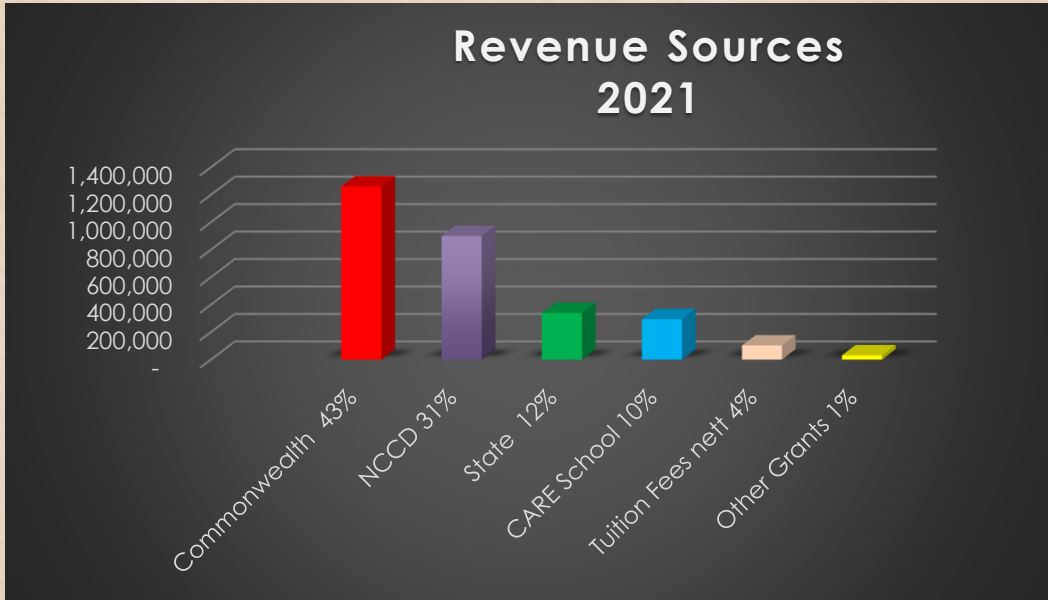
We said goodbye to two staff as the contract for the policy writer came to an end and one teacher resigned at the end of the school year. We welcomed the new teacher at the commencement of 2022 school year. In 2021, two new positions were created: a FTE 0.6 social worker and a junior administration officer at one day per week. The total staff number remained at 21. The staff to student ratio is approximately 28%, i.e., one staff to three students.

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 38% of the time, 36% from the Welfare team and 26% from corporate and general staff.



Revenue Sources

74% of revenue came from Federal (including NCCD) and 12% from State Government Recurrent grants. Additional funding from CARE school's Inclusive Education program contributed 10%. Tuition fees contributed 4% which is representative of the Low SES demographics of the school's community. Other Grants included National Schools Chaplaincy Grant and the Raising of School Leaving Age (ROSLA) grant, 1%.



Expenditure

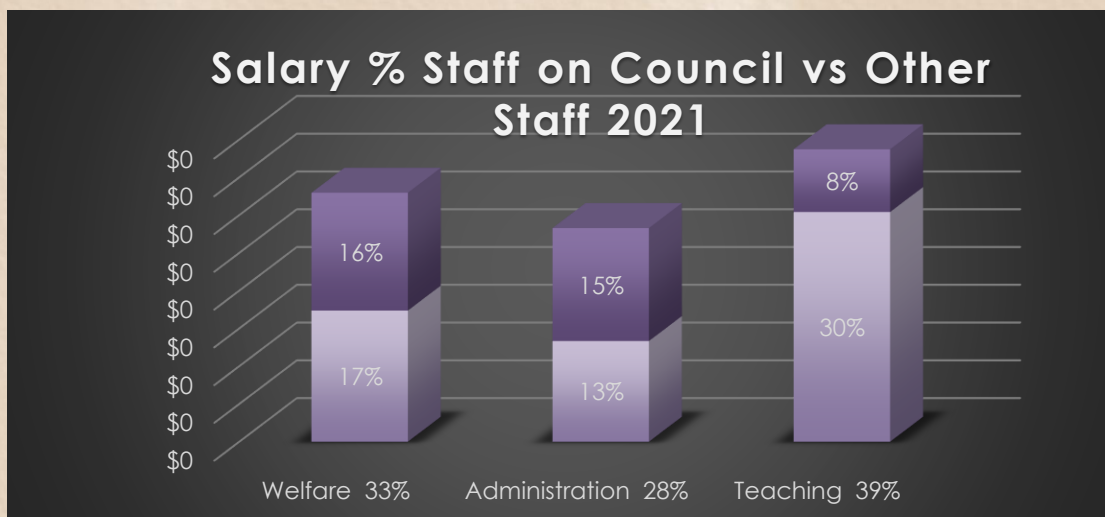
The largest expenditure of the school is Salaries and Employee Benefits representing 78%. All other operational costs were within budget.



## 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 33%, 28% and 39% respectively.

There were five employees presiding on the School Council, two from Welfare, one from Teaching and two from Administration. Their Salaries were 39% of total salaries.



EMPLOYEE SALARIES for 2021				
	Welfare	Corporate	Teaching	Total
Employees Presiding on Council	16%	15%	8%	39%
Employees other	17%	13%	39%	61%
Total Employees	33%	28%	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) 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.

## **SUMMARY**

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.

## **Additional Documents**

The following documents are available on request from the school

- 2021 Financial Audit
- 2021 Minutes of the Council Meetings and AGM
- Sowilo Policies and Procedures

Kath Wainwright  
Business Manager



# Daily Life of Sowilo



Music Class



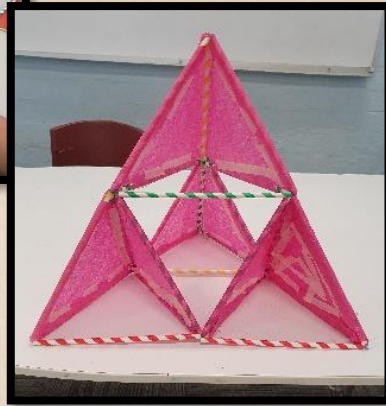
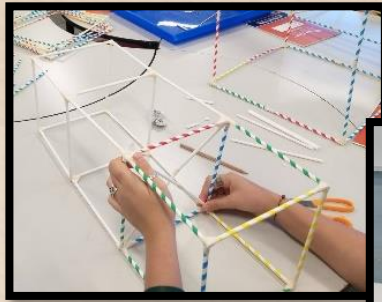
Powerlifting



Rowing Program







STEM



Archaeology  
Dig



Tap Out Cancer







## *SOWILO Chicken Club*



## *SOWILO Vegetable garden*





# **SOWILO'S THERAPY DOG**



*Coconut*

The best therapist  
has fur and  
four legs.







Sowilo Community High School  
Unit 1, 2 Gillam Drive Kelmscott WA 6111

Website: [www.sowilocommunityhigh.org](http://www.sowilocommunityhigh.org)

Telephone: (08) 9390 1995

Email: [admin@sowilo.wa.edu.au](mailto:admin@sowilo.wa.edu.au)

For additional information, please contact

Coordinator/Senior Social Worker: David Marshall

Registrar: Sally Marshall