

SOWILO COMMUNITY HIGH SCHOOL

ANNUAL
REPORT

2022





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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.

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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



The first Sowilo school opened its doors in 2002, and ever since then, the school has grown in size and popularity. Sowilo now has over 600 students and continues to place an emphasis on providing a holistic education with individualised learning plans.

The idea of Sowilo was to provide a holistic approach to education, where academics, physical activities, and the social and emotional development of students were equally valued. This was an innovative concept in education, as the traditional approach often prioritised one area over another.

Dr Adrienne Huber, a psychologist and educator at Edith Cowan University, was one of the first parents to be concerned about the lack of educational opportunities for young children. In response to this, she formed a group of like-minded parents and educators who shared her vision of a better education system. With Dr Huber as a leader, this group began to facilitate classes for children of all ages, allowing them to pursue their own educational interests and follow their own paths of learning. The classes were designed to be tailored to each individual student's needs, giving them the opportunity to learn at their own pace and in their own way.

The Karrakatta Community Hall saw the inception of the school in term four of the WA school year, with only five students in attendance. Though the school operated without registration and thus could not access any government funding, the founding parents were able to keep the school running through their own financial contributions. Six weeks after classes began, Dr Huber left for Adelaide to take up a university position. Despite the change in staff, the school continued to operate and grow, thanks to the dedication of the founders.

The students of our school were asked to decide on a name that reflects its student-centred philosophy. Siobhan Lebel, a passionate enthusiast of ancient languages, suggested the Nordic word for sun, 'sowilo', which upon further investigation was found to have the additional connotations of illumination, wisdom and knowledge. The students unanimously voted for 'Sowilo' to be the new name of the school, and the school has proudly adopted this new name to reflect its commitment to student-centred learning.

As Sowilo's reputation grew, so did its student numbers. It soon became clear that the increasing number of students enrolling in the school were often disaffected young people who needed a safe and nurturing environment to help them overcome their struggles. Sowilo offered an attractive alternative to traditional education, providing a range of services such as one-to-one counselling, family support, health and care support, and literacy and career advice. This range of services, combined with the school's commitment to a supportive environment, made it a popular choice for students looking for alternatives to traditional schooling. This, in turn, led to an increase in student numbers and the further development of Sowilo's reputation as a place of sanctuary and support for those in need.

Today we recognize the fact that some of our students are coming to us with educational gaps that need to be filled. To address this problem, we have implemented the F.I.G. program, or Filling in the Gaps. This program provides basic numeracy and literacy classes tailored to meet the individual needs of each student, helping them to integrate into the high school learning environment. We are proud to say that the F.I.G. program has become an integral part of our school's educational offerings and has had a positive impact on our community. We firmly believe that by providing individualized assistance to our students, we can help them to develop the skills they need to succeed in their studies. We are committed to providing the best possible educational experience to all of our students, and the F.I.G. program is an important part of that effort.

In 2011, the school purchased the Kelmscott building at Unit 1/203 Railway Avenue, Kelmscott providing long-term stability with a permanent address. In 2022, the school purchased the adjacent Unit and completed a major refurbishment. Staff continue to provide their unique and holistic services to young people in the Armadale and surrounding region of Perth in a larger modern campus.

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

2022 saw the exciting opening of the new Kiera Stewart Memorial Wing which enabled more room for our community to grow and have more room to move in. I would really like to acknowledge Kath for her wonderful work in the Project Management of next door because it was no easy feat.

The development of our outside area has gone from a tokenistic space to a functional, self-sustainable area that provides resources to raise money for charities, such as a Ukraine family in 2022, whilst also educating students in self-sustainability, science, poultry, and aquaponics.

Our staff cohort saw many changes, but it invited new energy and ideas coupled with a more cohesive natured group of people ranging through our expanded finance team through to teaching and welfare.

Our camps and excursions through and post Covid served as great value for staff and students enabling us to experience a more normal way of life which we weren't necessarily used to for the last few years.

On an education level, Gill and her team excelled all expectations with student's ability in achieving their individual pathways. I'd really like to thank Gill for all the work she has done individually, but also the work she's done in building her team to where it is today.

I'd also like to thank the Council for the past year for their ongoing support and work. It's been a tough year through Covid and the support that they have given through their attendance, policy procedure and development and keeping to the ever-changing world makes Gill and I more confident in managing and making hard decisions knowing that the policy is behind us along with the Council.

It's been a great year of growth. We also saw the beginnings of a dream that hopefully will come to fruition in the next 12 – 24 months.

Thank you to everyone and the support is really appreciated.

David Marshall

Coordinator/Senior Social Worker



Sowilo Improvements

At the start of 2021, the new fit-out was progressing well and it was expected that it would be completed by the end of February. Despite the delays with sourcing materials, the construction team was able to maintain a steady momentum, despite numerous delays.

The new fit-out has provided Unit 2 with a much-needed expansion, giving students access to additional classrooms, increased storage space, and a new staffroom. This expansion has not only provided students with a better learning environment but has also enabled the school to expand its curriculum and offer more extracurricular activities.

The new fit-out is an impressive addition to the school. It reflects the school's commitment to providing students with an excellent learning environment and has been met with much enthusiasm from the student body. With the new fit-out now in place, Unit 2 is ready to continue its mission of providing a quality education to its students.



Curriculum Coordinators Report

Introduction

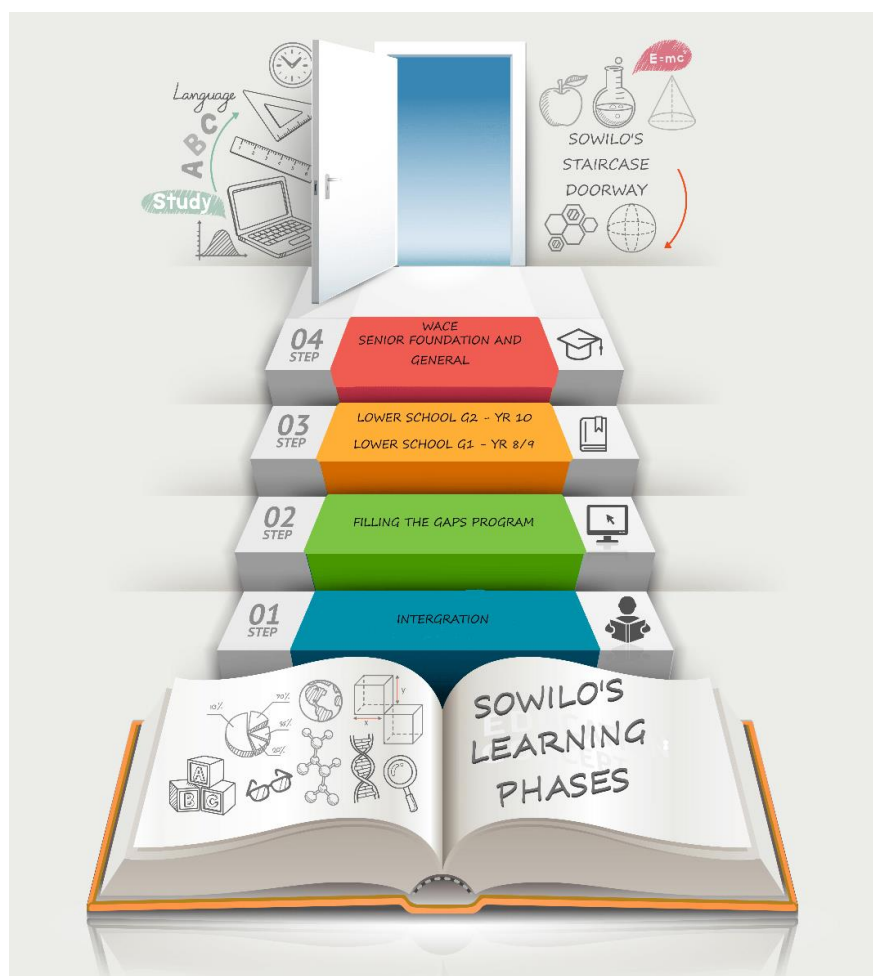
The year 2022 saw a resurgence in COVID 19 cases within the school community and the resultant effect on student and staff absence and well-being. Staff navigated these circumstances and continued to work in creative ways to deliver curriculum programs to all students. The year introduced a number of firsts for us; particularly the move to the new expansion unit of the school which brought new facilities for us to use, our first online NAPLAN experience, the selection to participate in PISA and the inaugural Sowilo yearbook, which was published by a staff member.

Educational goals, as outlined in the current Sowilo CHS Strategic Plan, were cemented in all teaching across curriculum.

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.
- A planned transition for students to move into employment or study arrangements.

The staff at Sowilo CHS addressed these objectives through strategic collaboration, adjustments, and feedback. The teaching team continued to engage, teach, monitor, review and evaluate all areas of teaching through the "learning phases model" that we have delivered in past years at Sowilo CHS.



Learning Phases for 2022

In 2022, teachers delivered subjects aligned to the Australian Curriculum. Teaching programs provided adjustments to allow for learner diversity and provided our students with equitable opportunities to access learning and engagement. Students were assessed against limited achievement standards and or syllabus outcomes across different year groups and subjects; thus, an adjusted and differentiated curriculum was delivered to promote academic progress, participation, and increased attendance. WACE year 11 courses, English and Mathematics Foundation and General, are delivered only, as Sowilo does not offer any year 12 courses.

Students work towards a part WACE achievement that provides access to TAFE studies and further employment opportunities.

The year brought an expansion to the Integration class program with the introduction of specialist literacy intervention programs and an addition to the Sustainability program linking it to Social enterprise.

The teaching team n organised excursions, incursions and events which added to the students' learning experiences.

These Included:

- Thanksgiving Day
- Harmony Day
- Constable Care
- Latitude and Bounce
- The Red Cross
- WA Wildlife (Native ARC)
- RAC presentations
- First Aid
- Sci Tech

Events celebrated included Rainbow Day, The Biggest Morning Tea, Book Week and Cupcake Moring to raise funds.

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 2022

Round 2 OLNA Results	Numeracy	Reading	Writing
Category 1	1	5	6
Category 2	18	9	11
Category 3	23	30	27
NSA	5	3	3

We are very encouraged with the positive trend showing a consistent increase in category 3 results, which is main objective for students and an increase in student participation. Conversations with students around OLNA are not as stressful as previous years, with students appreciating the new classrooms used as the doors separating the units have created a more conducive environment for testing.

Year 9 students were provided an additional 2-week OLNA window from 24/10 – 4/11. We had 9 students who opted to attempt OLNA in that round.

WACE Results for 2021

Symbol	G1ENG	G1MAE	F1ENG	F1MAT	F2ENG
A	1	2			
B				1	2
C	1	1	1		1

There were 4 students who achieved a VETDSS qualification in 2022 which included Certificate II Building and Construction, Hospitality, Business and Community Services.

Five students left Sowilo CHS to pursue full time studies at North and South Metropolitan TAFE in the areas of Electronics, Design and Animation and a Bricklaying Apprenticeship and part-time work. In meeting our commitment to educational goals, extra resources have been invested into students been prepared for the transition to post school pathways. This is in the form of educational programs and dedicated staff.

Student Engagement

Curriculum programs were supported by staff delivering special interest units, such as Spanish and Swedish Language appreciation, Stop Motion and Digital Animation together with electives that include Dungeons and Dragons, Polymer Clay models, Magic the Gathering and Animal Conservation. Brazilian Jui Jitsu, TREK, Music Programming and Instrument tuition, Sustainability and Aquaponics remained the core specialist programs delivered by Sowilo staff.

The Welfare staff included an Outreach Program in their strategies to reach disengaged students. This involved two staff members who coordinated a program to establish a counselling platform with students whose nonattendance was negatively impacting their learning outcomes. This program continues with the aim to reengage students into participating in education and attending school.

Student Attendance

%Attendance Range	Term 1	Term 2	Term 3	Term 4
0-20%	6	6	5	12
21-40%	9	7	13	7
41-60%	10	8	9	7
61-80%	11	15	12	20
81-100%	34	39	42	29
Total Students	70	75	81	75

Professional Engagement:

Teacher Qualifications

In 2022, the teaching team consisted of five teachers. Two teachers were employed full time and two teachers were employed part time (0.8) and one teacher as a short term (0.2) contract. All teachers hold Bachelor of Education Degrees OR Post Graduate Diplomas in Education together with other post graduate diplomas in specialist fields and 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 Teacher Registration Board of WA (TRBWA).

Professional Learning

Sowilo CHS remains committed to teacher professional development throughout the year with the purpose of improving knowledge, skills, and professional standards to aid in the delivery of current and new courses. These courses included Keys for Life, VET Currency, Mandatory Reporting and Grooming, NAPLAN Transition Training, Autism and Aboriginal Perspectives.

Parent, Student and Teacher Satisfaction:

The teaching, pastoral care and management of the school were in constant contact with parents or guardians, during the COVID affected times, 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 2022 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)



Dungeons and Dragons was introduced to Sowilo last year with Danni playing the Dungeon Master and it has quickly become a popular activity among the students. The game provides an exciting and fun way for students to learn and build important skills that will be useful not only in school, but also in future life. The game helps students develop their vocabulary, practice problem solving, experience teamwork, and hone their communication, active listening, and storytelling skills.

The game is a great way for students to have fun and learn important life skills at the same time. Not only does it allow students to think critically and solve complex problems, but it also encourages them to collaborate, communicate, and think outside the box. It is a great tool to help students build their confidence and build relationships with others.

Dungeons and Dragons has been a great success at Sowilo and has been enjoyed by many of the students. It has been a great way for them to get out of their comfort zone and put their skills to the test. It is an activity that will continue to be a part of Sowilo for many years to come.

Dungeons and Dragons is an invaluable tool for students to cultivate their learning and skills. It offers an opportunity for creativity as players are encouraged to think outside the box and devise solutions to difficult problems. It also provides a platform for students to develop their teamwork and collaboration skills, as they strategize and work together to overcome obstacles. In addition, it can provide a great way for students to get to know each other better and build relationships, as they explore the world of Dungeons and Dragons together. As such, Dungeons and Dragons is an incredibly valuable resource for students, offering a unique opportunity to learn and grow in a variety of ways.



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 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:

- **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

In 2022, Sowilo experienced a growth year whilst operating in a period of continuing pandemic conditions. It achieved a financial surplus and continued to increase student attendances. These achievements are attributed to the whole Sowilo School community in meeting the challenges in 2022 whilst ensuring the safety of its community and commitment to its mission of re-engaging educationally at-risk students.

A significant achievement was the opening of its expanded campus at Unit 2. Following a major Fit out, students and staff welcomed the additional spaces in Term 3

The 2022 Budget was prepared with a generous provision to fund all programmes and activities planned for the year. However, as the pandemic continued, to mitigate the risks of Covid-19 spread, Sowilo continued to restrict international and interstate travel and scaled down some school activities. As a result, not all the budget was utilised. A surplus was achieved which surpassed the previous year by 9%. The school remained open throughout the year.

Sowilo received a special Covid Administration Grant of \$10,000 from the WA Government. This Grant was utilized to implement the additional administrative functions of upscaling hygiene, practicing physical distances, mask wearing and also managing anxiety or confusion from parents/carers/students and staff that came with 'evolving' protocols set by government and health organisations.

Funding received from Governments' Recurrent Grants programs exceeded the forecasted amounts as the number of students funded was higher than the conservatively forecasted number.

There were 38 new students in 2022. A total of 81 students were fully funded by the Federal Recurrent Grant Program.

The following summarises the 2022 Business year.

- Opening of adjacent building at Unit 2/203 Railway Avenue, Kelmscott
- Dry Kirkness, Chartered Accountants completed the annual external audit for year 2022. There was no qualification and Sowilo Council accepted the report.
- The 2022 year reported an increase in surplus by 9% from the preceding year.
- Term deposit of was reinvested for a further year.
- Student enrolments increased and attendances increased
- In 2022, \$560,146 of fixed assets were replaced and/or added. The major component taken by the Unit 2 Major Fit Out and Refurbishment.
- An Offer and Acceptance was accepted for purchase of a 5 acre lot at Watkins Road, Mundijong. Application for a Development Approval from the Shire of Serpentine/Mundijong is scheduled for mid-2023
- The WA Government provided a \$10,000 COVID10 Administrative Support Grant
- The Australian Sports Commission continued to provide grants under their Sporting Schools Program, allowing Sowilo students to partake coaching in basketball, football etc.,
- Three administration team members extended their professional development training in courses for the Business Certificate and Diplomas by one year.
- Accounting software migrated from MYOB to state-of-the-art XERO Cloud Accounting
- Sowilo employs 21 staff, a combination of 10 full and 11 part time employees.
- Sowilo received the majority of its funding from Government Recurrent Funding.

Opening of Unit 2/203 Railway Avenue, Kelmscott

The Unit 2 Fit-Out experienced many delays with material and tradespeople shortages impacted by Covid-19. The new building was finally opened for the start of Term 3. The fresh modern open plan space is fitted with all highest quality Australian furniture and latest technology and meets all expectations. Costs ran marginally over Budget as unforeseen prices rose. Considering delays, material shortages and sourcing alternative suppliers, the cost increases were comfortably absorbed. All costs were met by Sowilo's cash reserves.

The new building consists of:

- 2 large additional open plan classrooms
- 2 open plan multipurpose learning areas
- 3 offices with large windows for welfare, curricular and business managers
- Staff lunchroom
- 3 toilets including large disabled toilet.
- Internal thoroughfare linking Unit 1



Boss building company provided building consultancy and construction. Furniture was supplied by Office line and Electrical Boards were supplied by Concept AV.

Student Enrolments

The number of students has steadily increased over the years and the school has had to place potential students on waiting lists. With the addition of the unit next door, the additional space can accommodate more students.

There were 38 new students in 2022. A total of 81 students were funded by the Federal Recurrent Grant Program. Further to the base rate, Sowilo received additional funding under the NCCD program. The NCCD program is where teachers and welfare staff provide reasonable adjustments (for example, to learning programs; one on one counselling) for students with disability where required so that they can also access and participate in education on an equitable basis to their peers.

Comparison of Student Numbers 2022 to 2021 funded by Commonwealth Recurrent Grant

Year	Base Attendance	Students with Disability			ATSI Loading
		Supplementary	Substantial	Extensive	
2022	81	31	24	8	3
2021	71	21	21	21	2
change	10	10	3	-13	1

Human Resources

Employee Salaries are the largest expense to the school, representing 80% of total expenditure.

The total staff number remained at 21. The staff to student ratio is approximately 26%, i.e., just over one staff member to four students.

Sowilo employs 10 teaching staff, 5 welfare staff and 7 administration staff (including general). In terms of the total hours engaged per week, teaching staff represent 51% of the time, 20% from the Welfare team and 30% from administration and general staff.

2022 Human Resources			
category	teaching	welfare	admin
no. staff	10	5	7
hours engaged per week	312	122	182
% of hours	51%	20%	30%

We farewelled eight staff in 2022. Four were from Welfare and Two each from Teaching and Administration. These positions were a mixture of fulltime and parttime hours averaged at an FTE of 5.2. The seven positions were filled with two part time positions becoming one full time. One position was outsourced. All hours were retained and the new staff settled in very well bringing a new vibrancy and cohesiveness to the school community.

Welcome to New Staff

Education Assistant – We welcomed Georgia Chamberlain in January who has proven to be a major asset. Georgia is completing her Teachers' Degree

Maintenance Manager – Tim Law is qualified and highly skilled, can do and does get involved in whole school activities. Since joining us in April, Tim has made significant contributions.

Youth Worker – We also welcomed Ms. Eleanore James in September. Ellie is a past Sowilo student who 'gets' what Sowilo does and has made a positive impact with students. Ellie is completing her Diploma in Youth Work.

Chaplain Position – We welcomed Ms. Jennifer Rodriguez in September who comes with an extensive background in Chaplaincy, Youth Work and community service and has greatly assisted students.

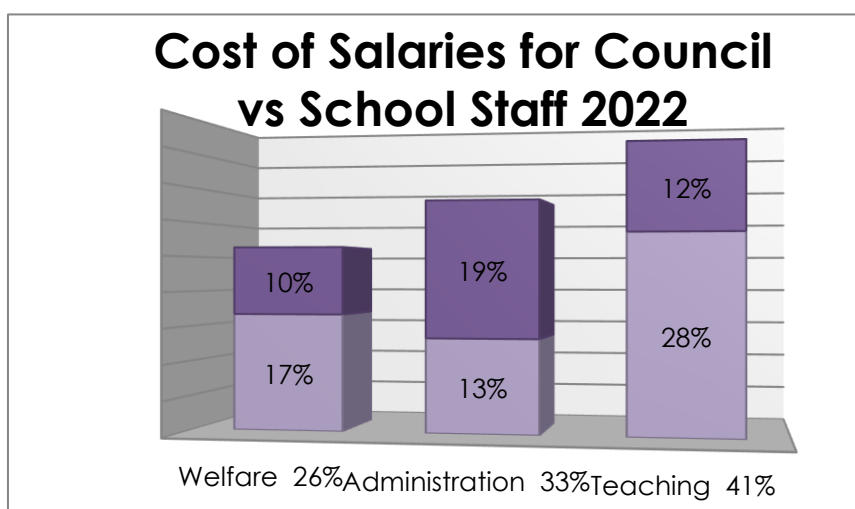
Teacher – We hired Ms. Annie Munro who brings a wealth of teaching experience. Her tenure commences 2023.

Education Assistant – We hired Ms. Nicolle Weeks who brings an engaging support ethos. Her tenure commences 2023.

Employment Salaries

Salaries are apportioned across the three departments of the school, i.e., Welfare 26%, Administration 33% and Teaching 41%.

There were five employees presiding on the School Council. The Principal's salary is evenly distributed across all three departments. The two from Welfare, one from Teaching and two from Administration. Their Salaries were 41% of total salaries



COST OF SALARIES for 2022				
	Welfare	Administration	Teaching	Total
School Staff presiding on the Council	10%	19%	12%	41%
School Staff	17%	13%	28%	59%
Total Staff	26%	33%	41%	100%

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 Performance

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 2022 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 2022 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 increased by 6% and Expense rose by 6%.
- 2. Income surpassed budget by 17% as more students were engaged.
- 3. Expenditure aligned with Budget.
- 4. Cash reserves increased.
- 5. Building/property assets rose by 14% following completion of Unit 2 campus.
- 6. The financial position has strengthened with equity growth of 18%.
- 7. The year's surplus exceeded the conservative Budget.

2022 Financial Performance at a glance				
	12 months change		Variance to Budget	
Income	6%	↑	17%	↑
Expenses	6%	↑	0%	
Surplus	9%	↑	139%	↑

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

The 2022 Budget was prepared with a generous provision to fund all programs and activities planned for the year to proceed. However, with the continued impact of the Covid-19 pandemic, albeit less severe than in previous years, travel restrictions continued, and some school activities scaled down or cancelled. As a result, not all the budget was utilized in 2022, hence the huge surplus.

As the number of students funded was higher than the conservative figure forecast in the Budget, the income from recurrent grants exceeded expectations.

National School Chaplaincy Program (NSCP)

The Minister for Education, the Hon Jason Clare confirmed a new five-year agreement for the (NSCP) and that from 2023 the program will include student welfare officers in addition to Chaplains. This decision indicates funding certainty for the 2024 to 2027 school years.

ACER Payment for PISA

Four students participated in the Program for International School Assessment (PISA). Governments use the data to regularly monitor educational outcomes against a common framework. We will receive a \$250 gst-free payment to 'help defray any expenses incurred through participation in these studies'.

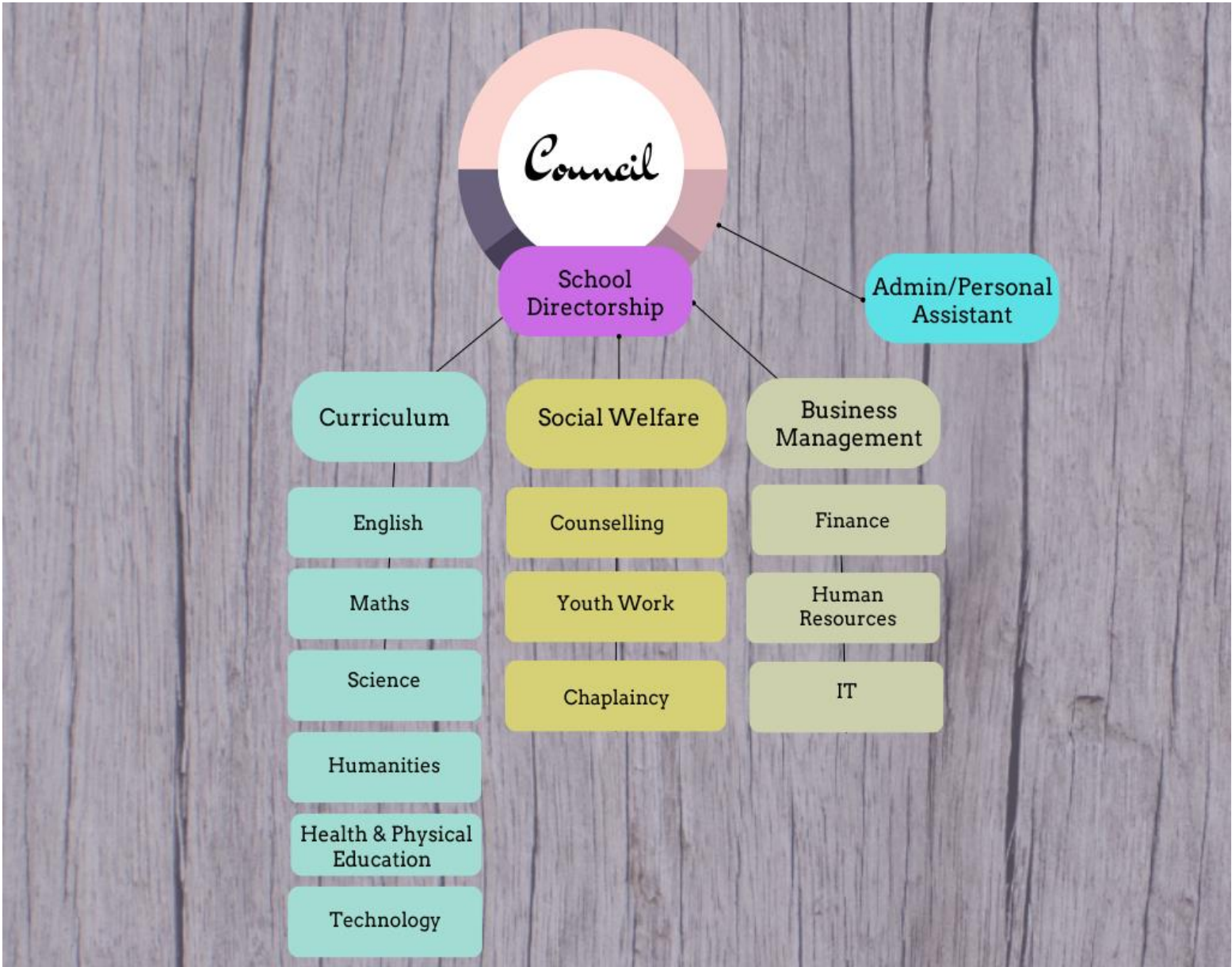
Scholarship Contribution

The Sowilo Scholarship is awarded to a student's pursuit of further educational studies following their time at Sowilo. Our Benefactor has again donated \$5000 to the Scholarship Fund this year. From the inauguration of the Scholarship Fund in 2019, three students have already been awarded the Scholarship. In 2022, two students were awarded the Scholarship. Each recipient will receive \$2500 towards their further education at University and at TAFE. We extend our sincere gratitude to our generous benefactor for all the contributions. We wish the students all the best with their ongoing education and future careers.

Business Structure

- a) Non-Government Organization (NGO) Independent CARE School
- b) Registered with the Australian Charities and Not-for-profits Commission (ACNC)
- c) Funding sourced mainly from 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.

Organisational Chart



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.

The School Council consists of 12 members, each serving a tenure of two years. Members may be re-elected to serve another two years. Representing a broad range of qualification and expertise, including but not limited to Child Welfare, Child Mental Health, Education, Business and Corporate, and Environmental, the Council members donate their time and receive no remuneration to preside on the Council.

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) Australian Charities and Not-for-profits Commission
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 line with Sowilo's visions, values and mission statement.

Insurance

Sowilo ensures it holds appropriate insurance cover by a reputable insurer at all times. Grange Insurance Company acts as Sowilo's insurance broker and current policies held include:

- Workers Compensation
- School Student Personal Accident
- Voluntary Workers Personal Accident
- Cyber Liability
- Kidnap and Ransom
- Broadform Liability
- Management Liability
- Industrial Special Risk
- Professional Indemnity
- Corporate Travel
- Fleet Motor

Policies and Procedures

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 existing 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.,

Capital Investment

Following the completion of the Unit 2 campus expansion, Sowilo continues to invest into the future. Computer and IT infrastructure, Furniture & fittings, Teaching equipment both for classrooms and sporting activities were provided with upgrades and/or replacements to a value of over \$560,246 in 2022.

Sowilo has an Asset Replacement Procedure where electronic equipment including electronic boards, computer equipment and furniture are replaced regularly. This ensures students and staff have all resources in good condition. Any surplus assets in good order are donated either to another charity.

Term deposit held by the Commonwealth Bank was rolled over for another 12 months, maturity due mid-2023.

SUMMARY

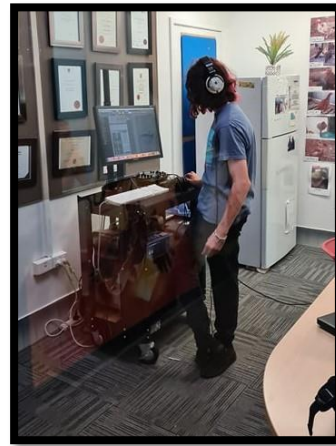
The school is financially viable and met its business objectives satisfactorily. It has complied with professional standards and practices and continues to uphold its commitment to re-engage students in education.

Additional Documents

The following documents are available on request from the school.

- 2022 Audited Financial Statements
- 2022 Minutes of the Council Meetings and AGM
- Sowilo Policies and Procedures

Daily Life of Sowilo

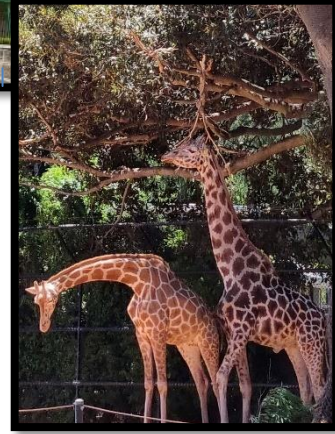


Music Class

Halloween



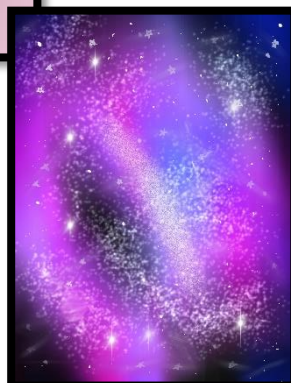
Rowing Program



Excursions

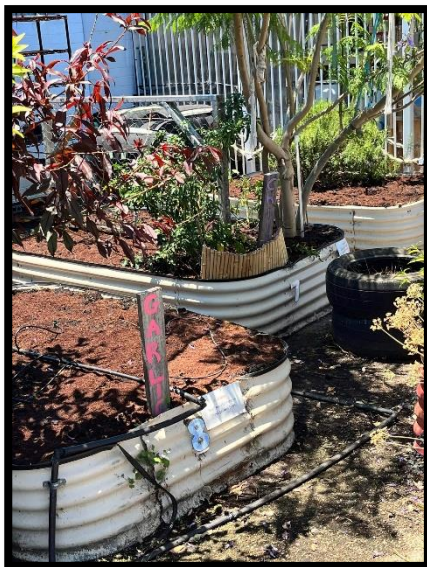


Student Art





*SOWILO Chicken
Club*



*SOWILO Vegetable
Garden*



SOWILO'S THERAPY DOG



Coconut

The best therapist
has fur and
four legs.



Sowilo Community High School
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Website: www.sowilocommunityhigh.org

Telephone: (08) 9390 1995

Email: admin@sowilo.wa.edu.au

For additional information, please contact

Coordinator/Senior Social Worker: David Marshall

Registrar: Sally Marshall