

2012

Sowilo Community High School Annual Report



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CHAIRPERSON'S REPORT FOR 2012

ORGANISATION

1 Executive Summary

Sowilo Community High School (School) is a small, independent community high school for students in Years 8 to 12 run by Sowilo Community Inc. (Sowilo).

Sowilo caters for educationally 'at risk' youth. Its core business is to focus on young people who have fallen through the gaps in education – give them a sense of belonging, support and increased self-esteem and a value on the importance of learning.

Sowilo intends to establish itself as a leading CARE school serving the community.

1.1 Mission Statement

Our purpose is the re-engagement of young people into life-long learning via an alternative, flexible and individualised process. We aim to prepare them for their life journey, empowering them to become creative, responsible adults who are able to make a positive contribution to their community.

1.2 Philosophy

Sowilo aims to provide a safe and positive learning environment where students are supported in a way that enables them to take responsibility for their own learning and behaviour. Students learn on their own enquiry, discovery and creativity and at their own pace and are encouraged to assess and evaluate their learning. Teachers at Sowilo act as a learning resource in a consultative role, encouraging students to discover their own learning style. Students are respected and accepted rather than criticised or punished.

1.3 Values

Sowilo ascribes to the following values:

- (a) Building community
- (b) Respect and trust
- (c) Being responsible
- (d) Learning and having knowledge
- (e) Embracing individuality
- (f) Being creative and innovative
- (g) Being flexible

1.4 Vision

Sowilo has determined that the School will, ideally:

- (a) Be recognised as a centre of excellence, demonstrating best practice in innovative education based on student-centred learning
- (b) Be well-resourced, providing an inspiring learning environment in attractive, custom-built premises owned by Sowilo
- (c) Be staffed and supported by a strong team of dedicated individuals who are skilled in mentoring and supporting young people

- (d) Be an educational community which supports and empowers young people and also involve their families in life-long education
- (e) Have students who are motivated, involved and succeeding on a daily basis to become emotionally literate and intellectually skilled adults
- (f) Have strong, strategic partnerships with local organisations that provide complementary services or have similar aims
- (g) Have a steady roll of 80-100 students
- (h) Have former students consistently returning to the School as mentors to the next generation of students, and
- (i) Be managed by a vibrant, motivated engaged Council.

1.5 Corporate Governance – Management of Sowilo

The School Council is the governing body of the school. It will ensure that appropriate systems and procedures are in place to ensure the proper management of Sowilo within the boundaries of its 'Rules of Association'. These systems include but are not limited to:

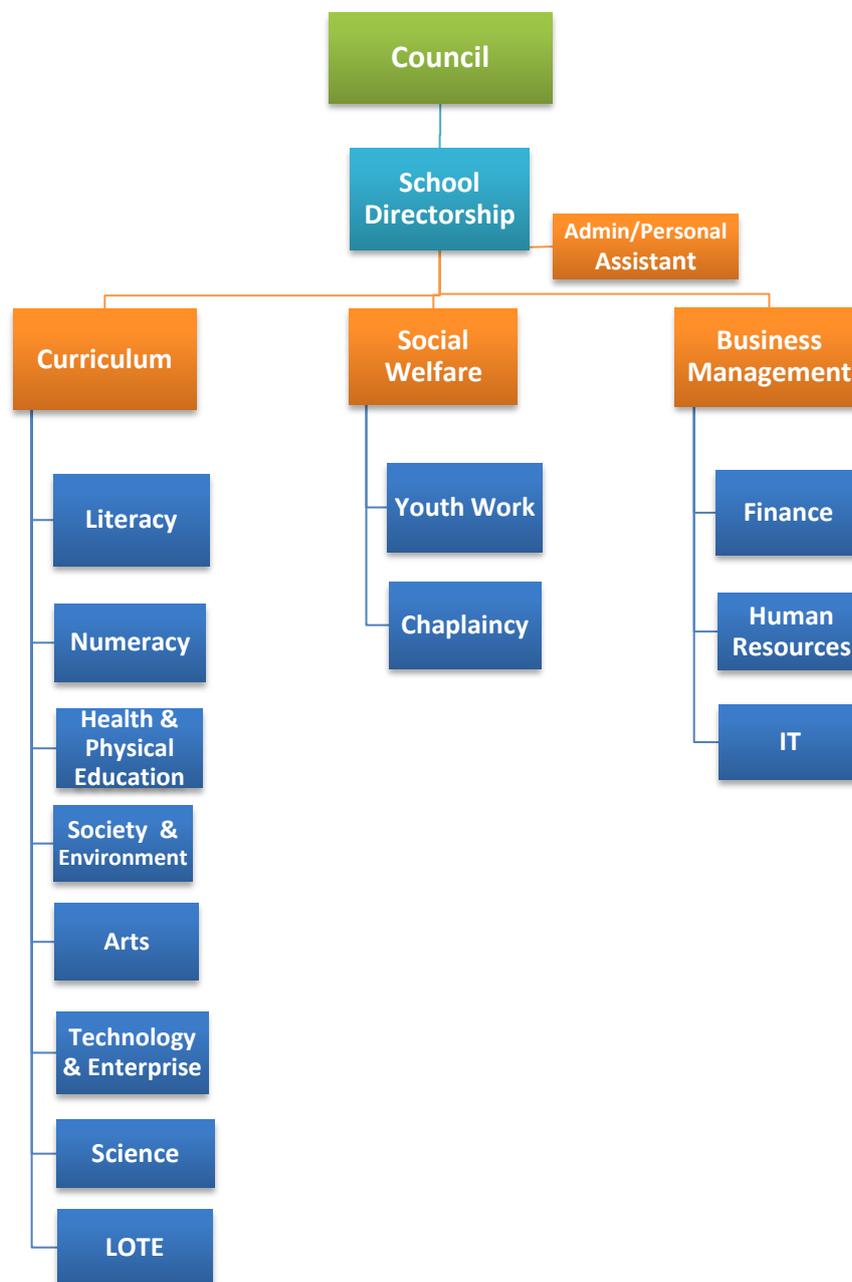
- (a) Compliance with all of Sowilo's legal and statutory obligations as per relevant Acts
- (b) Ensuring resources and staff are allocated
- (c) Complying with contractual obligations
- (d) Reviewing, amending or entering into new contractual arrangements
- (e) Identifying and managing risks, including compliance and insurance requirements
- (f) Interacting with the media
- (g) Completion of reporting requirements
- (h) Agreeing and following protocols with other organisations involved with Sowilo

1.6 Legal Structure

Entity Type:	Incorporated under the Associations Incorporation Act 1987 (WA)
Date of Incorporation:	9 April 2001
Governed by:	School Council under its Constituent 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.

1.7 Organisational Chart



1.8 History of Sowilo

Sowilo was established by a group of parents who were concerned that their teenagers needed a learning environment that would assist them in their education as well as support their health and well-being. There were a number of intelligent students who regularly questioned the status quo and found it difficult to fit within existing school models.

In October 2000, under the guidance of Dr Adrienne Huber, a psychologist and educator working with Edith Cowan University at the time, these parents began facilitating classes for five students. In June 2001, Sowilo Community High School obtained registration in accordance with the *School Education Act 1999 (WA)* and became eligible for funding through recurring government grants.

As Sowilo's student and staff numbers gradually increased since 2001, it became apparent that the majority of students enrolling in the School were disaffected young people in need of psychological and emotional support as well as alternative education options. Sowilo was attractive to these students and their families because of its holistic approach to education, which includes catering for one-to-one counselling, family support, emotional support, health and self-care support, referral support, literacy and career advice.

Accordingly, Sowilo employed a full-time social worker to assist students' transition into the school environment and to lend extra support to young people who have lost or given up their interest in learning. The social worker also provides the first point of contact with human services organisations if required by the student.

Between 2000 and 2009, Sowilo had to move premises four times before moving to its present location in Kelmscott at the beginning 2010. Operating under a lease agreement, the School recognized the benefits to the School community and the surrounding communities. Student enrolments grew from 46 in 2009 to 73 in 2010 and then settled to 67 by the end of 2011.

In January 2011, the school realised its dream by purchasing the Kelmscott building. Long term stability in a secure permanent location was finally achieved. Through the support provided by the Minister, Department of Education, a Low Interest Loan was secured which funded the majority of the purchase price. Improvements to the building commenced with an major upgrade to the air-conditioning system and capital expenditure will continue in the forthcoming years.

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.', i.e., Filling In the Gaps. A new teaching position was created to develop and deliver this program where basic numeracy and literacy classes are designed to meet individual students' needs in supporting their integration into the high school learning environment. The F.I.G. program has become integral to forming solid educational foundations which are then built on in .

The educational and social programs offered by Sowilo Community High School are a testament to the increasing number of students engaged in the classroom. The staff at Sowilo continues to look forward with providing its unique holistic services to young people in the Armadale region of Perth.

PRINCIPAL'S REPORT FOR 2012

CURRICULUM COORDINATOR'S REPORT FOR 2012

3.1 Introduction

In 2012 Sowilo CHS, in response to the results of our standardised testing in numeracy and literacy, decided to extend our 'Filling in the Gaps' teaching program. Test results and in-house assessments emphasized the need to provide a transitional class to allow for students to make the step back into the main school classes. This class (F.I.G 2) provides work that is academically above F.I.G 1 but also supplies the smaller class numbers to allow for more one-on-one help. These programs are designed to recognise, identify and fill in the educational gaps that students have. We run two teaching strands each with two classes, one maths, the other English. These classes concentrate on the basic foundations of both academic areas and the programs are individualised to meet each student's needs. These classes have already proved successful as we have been able to move a number of students through the F.I.G program and back into our main school classes.

In our whole school classes we teach the Learning areas: **The Arts** (General art ideas and skills, arts & craft, Media Literacy and music: guitar and music appreciation), **Health & physical Education** (Jiu Jitsu, Basketball, beach volleyball, soccer, kickball and ultimate Frisbee. **Health studies** (including body image, personal safety and the danger of drug use), **The Great Outdoors** (Integrating Society & environment, Science - Earth & Beyond, Science in Society and Sustainability, Maths and English), Science is also integrated into our Cichlid (fish care and breeding program), **General studies Unit** (Integrating: History, social studies, society and environment, Survival techniques, immigration, racism and government power, media and English). **Vegetable and Chilli growing** (Hydroponic cultivation, sustainability and history and **Computer Literacy** (as a separate subject for basic skills and ICT is integrated into all of our subjects)

In our lower school classes and completing the eight learning areas were: **Maths** (mathematical fundamentals, application skills, real life contexts and WACE preparation) and **English** (novel study, Film and novel compare and contrast essay. Research skills, Grammar, text, structure and form and WACE preparation)

We offered four **WACE courses**: 1A English, 1B English, 1A Maths, 1B Maths. We have also added The Duke of Edinburgh award course for our senior students.

3.2 About this report

The Annual Report to the College Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

3.3 Enrolment Policy (extract)

'...Sowilo Community High School is recognised by the State Government as a Special Education/Care School. As such it is the role of the school to enrol high school aged students who are experiencing significant difficulties while enrolled in mainstream schools...Once enrolled at Sowilo School it is expected that students will attend on a regular basis. However, it is acknowledged that not all

students will be able to achieve full attendance at school...The Pastoral Care teachers will have the responsibility to monitor and negotiate attendance issues with the child. It is only when non-attendance becomes extreme that, under normal situations, outside agencies will be referred to. Non-attendance at school alone will not be a reason to terminate a child's enrolment. The lack of attendance will be recorded in the Sowilo school system...However it is acknowledge that lack of attendance at school as a factor alone, will not be allowed to be used as a reason to give up trying to re-engage the individual child with the educational process...Sowilo Community will follow the Student tracking System Guidelines...'

3.4 Professional Engagement

Teacher Qualifications

The school employs 3 fulltime and one part-time teacher:

- All teachers hold Bachelor of Education degrees
- Graduate Diplomas in Education
- First aid certificate
- Cert IV Training and assessment
- Diploma in Business Studies
- Completion certificate in POP (Primary orientation program)
- Certification of Participation Keys for Life
- Intermediate certificate in French
- Cert IV in Training and Assessment

All teaching staff met the professional requirements to teach in Western Australian schools and are registered with the TRB (Teacher Registration Board).

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many form including whole school staff days, subject specific in-services or out sourced programs, meetings and conferences.

Professional Development undertaken includes:

- Whole school curriculum expansion meetings
- Learning area meetings
- AISWA Care School Curriculum Development
- Reading and Multimodal texts
- Tactical teaching

3.5 Expenditure and Teacher Participation in Professional Learning:

From the school's audited financial statements, \$1,186 was spent on Professional Development for teaching staff. Participation in AISWA professional development courses are also undertaken by staff where no charges apply.

School Priorities in 2012 were:

- Literacy and Numeracy
- Student Engagement and Participation
- Student Enrolment numbers

3.6 Student Attendance:

2011									
UPPER SCHOOL					LOWER SCHOOL				
% attendance	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Total
0-20%	3	3	6	3	4	6	9	13	16
20-40%	1	4	2	2	3	2	1	5	9
40-60%	2	2	4	4	2	4	6	1	3
60-80%	7	5	3	3	8	7	5	10	13
80-100%	14	10	7	7	18	18	19	19	26
Total students	27	24	22	19	35	37	40	48	67

Please note: Many students mentioned above had a 0-20% attendance rate in mainstream education

3.7 Literacy and Numeracy Benchmarks:

In 2012 Sowilo Community High School NAPLAN tested (the national literacy and numeracy test) a total of 8 students. Results were not published on the 'My School' web site (which features the results of all schools that test a minimum of 10 students). It is acknowledged that our NAPLAN results are consistently below those of main-stream high schools in the area as we are a CARE school.

3.8 Year 11 2012 Performance Data

Percentage of Year 11 Students who completed 2 WACE 1A subjects, receiving one or more 'A Grades'

Number studying 2 WACE 1A subjects	(12 at beginning of year) 1 continuing onto year 12
Number achieving one or more A grades	5
Percentage achieving one or more A grades	41.67%

Percentage of Year 11 Students Studying WACE 1A subjects, receiving a pass

Number studying WACE subjects at beginning of year	12
Reasons for Students not completing course or not continuing to year 12	2 receiving extra tutoring at Sowilo 2 left school 1 withdrew from course
Number of students achieving passes in all subjects	7
Percentage of remaining students achieving passes in all subjects	58.33%

3.9 Year 12 2012 study Data

Number of year 12 students	11	Percentage retained from 2011 = 26.6 %
Number of students studying WACE 1B subjects at beginning of year	11	100%
Reasons for students not completing course.	7	1 left school 1 transferred to another school 3 withdrew from course to receive extra tutoring at Sowilo Community High School 1 began an apprenticeship 1 is still completing the course into next year
Number of remaining students achieving 'A' grades in completed course	2	Percentage 50%
Percentage of students achieving passes in all subjects	4	Percentage 100%

Year 12 student's 2013 Intention table

Number of students	4	Equal to percentage of students – 100%	Destination of students 2014
TAFE studies	1	25%	3 TAFE
Return to Sowilo to complete further studies	3	75%	0
Employment	0	0	1

3.10 Value Added

The school offers a variety of opportunities outside of the classroom that allow students to grow and develop. Activities include:

- Brazilian Jiu-jitsu
- Weights
- Kick Boxing
- Art classes
- Desert Trek
- Fishing

3.11 Standardised Assessments:

Motivated by our Naplan and in-school testing results, we have developed and implemented two F.I.G (Filling in the gaps) teaching programs. This enables us to run a three strand education curriculum; as a result all students are testing using nationally recognised standardised testing methods:

- PAT Maths tests
- Torch tests (Reading)
- Australian Standardised Spelling Age Test

In keeping with our philosophy that there are many different kinds of intelligence (Howard Gardner Theory) and many different ways to teach, all students complete 'Multiple Intelligence' and 'Brain Function' questionnaires that help us to determine the best way to engage each student.

3.12 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. Here are a few examples:

Name	Destination
Adam	Console Operator
Bonnie	Electrician (fully qualified)
Wade	Apprentice Electrician
Karren	Freelance Illustrator artist
Jordy	3 rd year University of Sydney (Writing)
Hannah	3 rd year University of Notre dam
Jarred	Apprentice Welder
Libby	Pastry chef
Elle	Sales assistant
Joe	Apprentice Boiler maker
Toby	Advance dip TAFE: Film and television
Alanna	TAFE: Art and design
Mia	Curtin University Graduate: Languages
Megan	TAFE: Art and Design
Mat	TAFE
Cassandra	University: Curtin: Fine Art
Emily	Pickled Fairy Fremantle
Shakita	Website designer
Jordan	Pre apprenticeship: Carpentry
Dea	Murdoch University
Liza Marie	Curtin University: Nursing
Mitch	Local Government
Liam	Butchers Apprentice
Holly	TAFE: Business studies
Taylor	TAFE: Business studies
Loki	University - UWA Science degree

3.13 Satisfaction

Parent, Student and Teacher Satisfaction:

Communication between the School (Management, teachers, youth Workers and administration), is always ongoing. The pastoral care and academic leaders within the school are in constant contact with parents and vice versa, regarding any issues that may arise. Students are also offered in-school counselling if deemed necessary or helpful. Issues of dissatisfaction, concern or behaviour are raised in these or other forms of communication that take place on a daily basis.

3.14 Conclusion

In 2012 Sowilo Community High School continued its proud history of providing quality education, in individualised programs, to students who for a variety of reasons have been unable to stay within the mainstream school system.

This information on the 2012 school year is provided to comply with the Annual Report required by the Federal Government and is accurate to the best of my knowledge.

Julie Williams
B.A. Arts., Grad. Dip.

BUSINESS MANAGER'S REPORT FOR 2012

The 2012 year resulted in a modest surplus. The majority of the school's revenue is sourced from Commonwealth and State Government Recurrent Grants, Australian Targeted Programs and from other funding programs.

The accounting method used is the Accrual Method of Accounting which takes into account non-cash items and balance day adjustments

The financial statements for Sowilo for the year ended December 2012 were independently audited by Dry Kirkness, Chartered Accountants, West Perth and were found unqualified.

The school is financially viable and has met its financial objectives satisfactorily. It has complied with professional standards and practices and continues to uphold its commitment to re-engage students in education and impact positively on the wider community.

Kath Wainwright
Business Manager

4.1 Financial Planning and Management

Sowilo ensures that financial planning underpins the mission, values and objectives of the School. It ensures ongoing viability of the school and successful performances educationally, student caring and financially. The school shall continue to implement strict financial controls and analysis of its growth and value in delivery of its services. With ongoing reviews of its key strategies, the school shall ensure its long term financial viability and successful learning outcomes of its students. The 2011-2015 Business Plan captures the short, medium and long-term goals of the school within the parameters of forecasted budgeting calculations. This is a separate document.

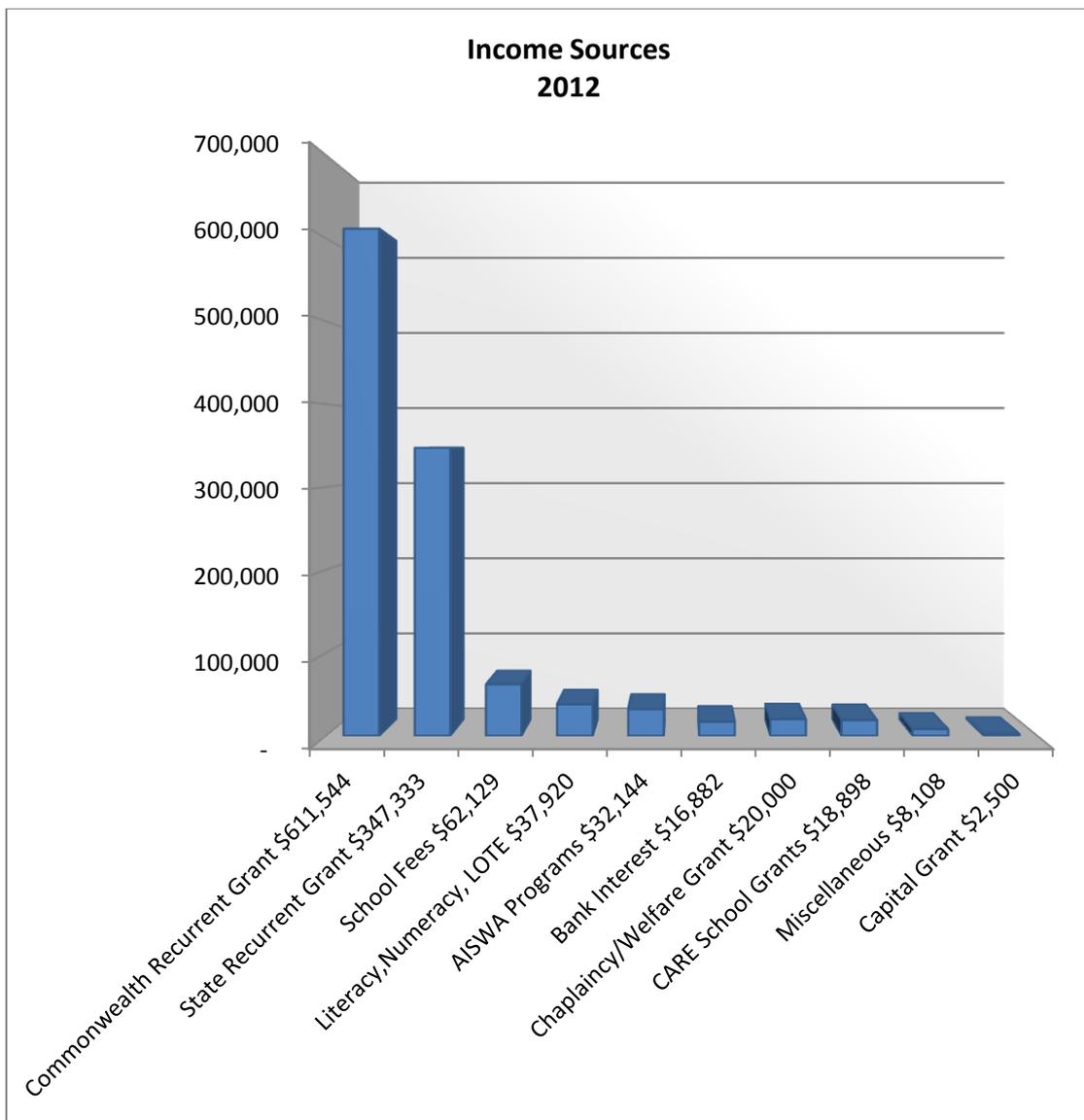
4.2 Business Structure

- (a) Non-Government Organisation (NGO) Independent CARE School
- (b) Registered with the Australian Charities and Not-for-profits Commission (ACNC)
- (c) Funded mainly by State and Government per capita grants
- (d) Tuition Fees charged per term \$600
- (e) Concession Card Holders entitled to 50% discount for tuition fees
- (f) 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 in severe financial hardship.

4.3 Income Sources

The total income for 2012 was \$1,157,458. 92% of the income was sourced through Government funded programs. Commonwealth Government and State Government Per Capita Grants (53% and 30% of total income respectively) represent the main income source which is based on Per Capita, i.e., student enrolment and attendance data.

Other government funded programs contributed a further 9% of income whilst 8% of income came from private sources, including donations of \$2,000 received from a member of the public.



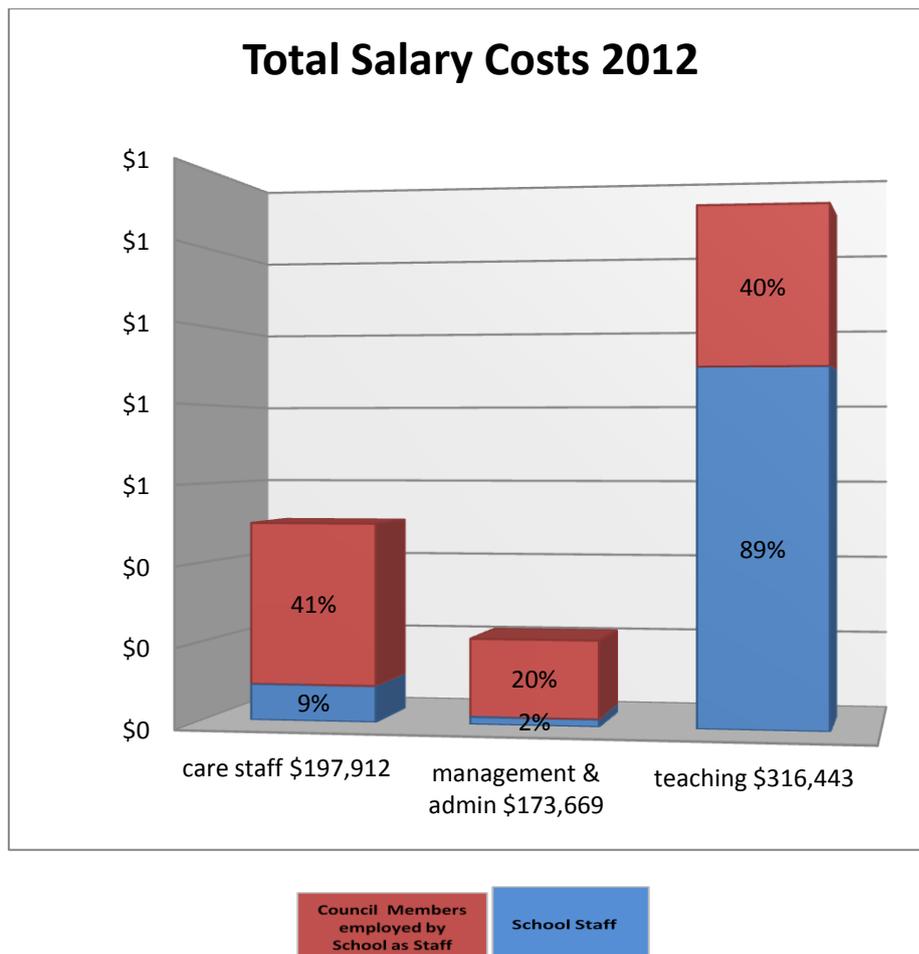
4.4 Staff Salaries

Staff Salaries are the largest expense to the school and are depicted across the three main functions of the school, ie., CARE, Management/Administration and Teaching.

It is noted the Principal's salary is apportioned to 2/3 to CARE as the Senior Social Worker and 1/3 to Management as Principal.

It is noted that the salary amounts depicted under this section and in this graph are representative of gross salary and are exclusive of superannuation and any on-costs

- Teachers and their aides represent the highest cost at \$316,443. This is 46% of total salary cost. Council members who are employed by the school as staff equates to 40% of the teachers' salary costs.
- CARE staff includes social worker, youth worker and psychology staff and was \$166,458.. This is 29% of total salary cost. Council members who are employed by the school as staff equates to 41% of the CARE staff salary costs.
- Management and Administrative costs were \$173,669. This represents 25% of total salary cost. Council members who are employed by the school as staff equates to 20% of the management/administration costs.



4.8 Insurance

Sowilo shall ensure that it carries the appropriate insurance cover by a reputable insurer at all times. Grange Insurance Company acts as Sowilo's insurance broker and current policies held:

- (a) Workers Compensation
- (b) School Student Personal Accident
- (c) Industrial Special Risk
- (d) Liability Statutory
- (e) Professional Indemnity
- (f) Directors & Officers Liability/Co. Reimbursement
- (g) Voluntary Workers Personal Accident
- (h) Corporate Travel
- (i) Professional Fees
- (j) Property Insurance

4.9 Policies and Procedures Statement

Sowilo shall ensure that it maintains and implements the necessary policies, procedures and related documents in order to ensure that efficient and effective operation of the School and that it is in compliance with all legal requirements.

Sowilo shall prepare and implement any additional policies or procedures that may be required as the need arises.

The Council with assistance from the School management shall regularly:

- Review the policies and procedures
- Assess their effectiveness
- Consider whether any amendments are required, or any additional policies, procedures or related documents need to be prepared