

Choice and Affordability Fund Work Plan

2020–2021



**CATHOLIC EDUCATION
WESTERN AUSTRALIA**

Catholic Education Western Australia Limited

ABN 47 634 504 135

Acknowledgement of Country

Catholic Education Western Australia Limited (CEWA) acknowledges the Traditional Owners of the lands on which we live, learn and work. CEWA acknowledges the continued deep spiritual connection and relationship of Aboriginal people to country and commits to the ongoing journey of reconciliation.



Background And Summary

CEWA's Choice and Affordability Fund (CAF) underpins our ambition to provide poor and vulnerable communities with access to Catholic schools.

We seek to provide support in every metropolitan, regional and remote school, to refugee families and to Curriculum and Reengagement Education (CARE) schools.

CEWA developed a range of initiatives to be delivered in 2020 and 2021. The advent of COVID-19 has impacted on the implementation timelines for some projects which may result in funding being deferred or continued into future years. CEWA notes the following criteria for funding:

- A. Choice and affordability of schools including facilitating parent choice to meet student needs
- B. Transition assistance, for non-systemic independent schools
- C. Special circumstances funding
- D. Strengthening outcomes for schools, and educationally disadvantaged schools and students
- E. Student wellbeing and support
- F. Other priorities identified by the Minister

The following tables indicate the priorities/criteria which are addressed in each project.

Principles For Developing The CAF Work Plan

The projects proposed by CEWA are based on a number of key principles:

1. Building on core business and priorities – funds will be used to build on and enhance current and emerging system priorities which address the criteria. The potential duration of funding for up to 10 years provides an opportunity to support medium to longer term priorities. This does not however preclude funds being directed to new initiatives as they emerge, such as those related to COVID-19 recovery.
2. Centrally delivered projects – funding and projects that are organised and delivered centrally by CEWA are generally more strategic, efficient, sustainable, accountable and offer a greater opportunity to value-add. This has been the approach successfully used with Non-Government Reform Support Funded projects. Most of the projects included in this plan involve central office directed projects, although in some of these projects there will be payments directly to schools involved. The benefit of these projects ascribes directly to the 163 schools in the system. This poses a difficulty in numerically separating central and school funding as required.
3. Alignment with 'Strategic Directions 2019–2023' - CEWA has a strategic plan which provides directions for the system. A key component of

this Strategic Plan is the support for vulnerable and disadvantaged communities. Additionally, 'Transforming Lives: 2025' is a priority for Aboriginal communities. Projects supported by CAF align to overall system priorities and as indicated, with a focus on lower SES schools and communities, vulnerable groups and regional, rural and remote schools. Support for CARE schools and remote and rural schools' figures significantly in this work plan.

4. Connections between Reform Support Fund (RSF) and CAF funding – CEWA has assessed some of the projects under the RSF initiative and has reconfigured them within the CAF initiative where they align closely with the criteria. This ensures there is no duplication between the two funds and also provides a longer-term focus within the CAF framework.
5. Reporting considerations – projects are established to have clear KPIs and sufficient qualitative and quantitative evidence available to support annual reporting. Additionally, this provides CEWA with a framework to continuously evaluate projects and to ensure they deliver intended outcomes.
6. Sustainability – CEWA seeks to support projects in sustainable ways. Funding aims to support medium to longer term projects and initiatives with the aim that these initiatives become an integral part of ongoing school and system practice.

CEWA Capacity To Allocate Funds

The Catholic Education Commission of Western Australia (CECWA) develops policies and makes decisions on behalf of all 163 Catholic schools across the four dioceses. The Bishops of Western Australia have delegated CECWA responsibility to enact these policies, as well as other elements of responsible governance, to the Executive Director of Catholic Education who is supported by her directors and secretariat. This includes the allocation of funds and support under the Choice and Affordability Program. CEWA also takes responsibility for compliance with the agreement and the requisite accountability and acquittal obligations.

Projects And Funding Allocations

The following 12 projects have been allocated funding and it is expected all funding will be fully acquitted in 2021.

Regional Transition Funding

Regional transition funding will commence distribution in 2022, as per the agreement with NCEC. This means that an amount of \$409,305 will be available for 2022. It is intended to allocate the annual amount for each year, equally between rural schools with enrolments of 150 or less, with the exception of Kimberley schools, which are already heavily supported in the various projects. This funding is intended to increase viability, provide wider parental choice and sustainability for these schools. Reporting will include the names of schools as well as evidence related to viability and sustainability such as retention and enrolment data and parental feedback.

Indicators of success for this funding include:

- Extent to which funding has assisted school viability, especially very small country schools with around 30 to 100 enrolments
- Evaluation of how this funding, along with measures under Project 1 and other CEWA initiatives, such as cross subsidisation and Health Care Card discounts, have increased parent affordability and maintained retention at the school
- Evidence of any increase in enrolments that might be attributed to the package of support
- Details of any quality teaching and school improvement which might have played a role in attracting/retaining families and children and increasing satisfaction.

Ten-Year Planning

For the duration of the CAF program, the principles and approach outlined above will continue. It is anticipated the projects identified and described will continue. It is possible that some projects will cease if the effectiveness decreases or where the project is embedded within the school/s ongoing operations and budget.

Similarly, additional projects may be added where emerging need is identified; it is anticipated that any additions would be small in number. Modifications to existing projects will occur consequent of ongoing evaluation and changing priorities. Any refinements, additions etc will be appropriately reflected in annual work plans.



Outline of 2020/21 Projects

The projects are described below according to the priority area they best support, recognising that all projects support more than one priority area.

Priority A - Choice And Affordability Of Schools Including Facilitating Parent Choice To Meet Student Needs

N°	PROJECT	BRIEF DESCRIPTION	OUTCOMES	REPORTING FRAMEWORK
1	Affordable Schools	<p>Fees in lower SES CEWA schools are generally low and Health Care Card concessions also apply. This initiative is continuing a pilot in six schools where fees are set at a maximum of \$1 per day for all students. This aims to increase access and retention. Schools will be funded for the shortfall in fees and this subsidy will decrease as enrolments increase, thereby attracting additional State and Commonwealth funding to the school. The aim will be to gradually extend the pilot to other lower SES schools. The schools supported will generally be lower SES schools and with at least 50 per cent located in country regions. Schools are included after negotiation with the principal and school council. Funding allocations are calculated on the shortfall which occurs and adjusted by the increase in enrolments and are paid directly to participating schools.</p> <p>CEWA also provides support for families with a Health Care Card. This enables them to pay a significantly reduced school fee and CEWA establishes a pool to pay schools a small subsidy to defray some of the costs associated with a loss in fee collection. The economic fallout from COVID-19 has reduced the capacity of many parents to exercise their choice and capacity to pay for enrolment in CEWA schools. This program involves payments on an eligible per capita basis to schools.</p>	<ul style="list-style-type: none"> Increased enrolment in schools, especially pre-primary and kindergarten Increased retention of existing students Improvement in financial viability of the school and associated resourcing benefits Stronger family involvement Evidence of students transitioning to CEWA secondary school Evidence of high retention rates in schools re; health care card support 	<ul style="list-style-type: none"> Names of schools; demographics and geolocation Effects on enrolment/retentions Qualitative feedback schools/parents Names and categories of schools receiving contributions to Health Care Card support Indications of retention rates as a result of support Numbers of families keeping all children at the school
9	Virtual School Network (ViSN)	<p>Students in smaller secondary schools – typically in country regions – are unable to access an extensive range of subjects, especially in years 11 and 12. This limits choice and may mean some students will leave the school. ViSN is a virtual learning platform which enables schools to access a range of subjects, both ATAR and VET. Courses are developed by teachers in other schools and that school then assists in delivering that course to other students. This project seeks to expand ViSN courses and to continue developing resources and provide support for students and professional learning for teachers. The delivery platform is sponsored through Microsoft. Funds will be used centrally to support ongoing expansion in numbers of courses and students involved. Funding will also be used to reduce costs of accessing courses for schools.</p>	<ul style="list-style-type: none"> Increase number of students participating by 15% per year Improve breadth of study possibilities for all students involved Prevent loss of enrolments which might have otherwise occurred due to lack of subject choice Maintain high standards of achievement for students involved in ViSN Provide professional learning for at least 70% of teachers involved in ViSN Increase the range of subjects and resources available, particularly in the languages area Complete a review of ViSN to examine business models such as establishing ViSN as a discrete school 	<ul style="list-style-type: none"> Number of schools; range of courses Names of schools and geolocations Number of students Any other quantitative data re; results, completions etc Any other qualitative feedback re; satisfaction etc Details of professional learning accessed by teachers



Priority B - Transition Assistance, For Non-Systemic Independent Schools

As for the Non-Government Reform School Fund (RSF), these schools are funded for participation in projects. The schools are Mazenod College; Mercedes College; Santa Maria College; Servite College; St Brigid's College; and St Norbert College. Specifically, these schools will be supported, like all other eligible schools, in projects 1, 2, 9 and 12. The remaining projects are targeted to specific regions and schools, mainly those with high Aboriginal enrolments. Access for the non-systemic schools is *pari passu* for systemic schools for the duration of the program. CEWA notes that Santa Maria College is eligible for support under the former National Adjustment Assistance Fund from 2026 to 2028; this will be reflected in the appropriate work plan for those years following discussions with the school to quantify disadvantage and need.

Priority C - Special Circumstances Funding

CEWA is not specifically allocating funding to this priority and will adopt a responsive approach if a circumstance/s arise. It is anticipated that such circumstances may arise as a result of ongoing impacts of COVID-19; these impacts are likely to include student wellbeing support, particularly in vulnerable communities, as well as financial support for some schools where unemployment and economic circumstances may necessitate support to maintain choice and affordability for parents.

CEWA has approximately \$1.1 million in unallocated funds for 2020/21. This may be drawn on as specific needs are identified. It is also important to note that CEWA is a cohesive system of 163 schools in Western Australia. Several processes and capacity exist to support individual schools or categories of schools through system funding loadings, co-responsibility and cross subsidisation and special funding and support arrangements where special circumstances arise.

CEWA is therefore in a strong position to be agile and responsive in the provision of support in unforeseen and special circumstances, both through CAF and systemic support.



Priority D - Strengthening Outcomes For Schools, And Educationally Disadvantaged Schools And Students

N°	PROJECT	BRIEF DESCRIPTION	OUTCOMES	REPORTING FRAMEWORK
3	Curriculum & Reengagement Education (CARE) services	<p>Curriculum and Reengagement Education (CARE) schools cater exclusively for disengaged students who typically have mental and social health issues and are significantly disengaged from mainstream education. CEWA currently operates six CARE schools. These schools increasingly require wrap around support from staff such as Aboriginal Teacher Assistants and social workers. Support for these schools also recognises the particular issues emergent from COVID-19 in terms of family, economic and student wellbeing. This proposal will involve appointing 1 x ATA and 1 x social worker who will be shared by the metropolitan CARE schools. Support for our Broome school – St Martin de Porres – involves wrap around services and part FTE ATA and social/youth worker support.</p> <p>In both the metropolitan and Broome CARE school, funds are provided directly to the schools to employ the staff involved.</p>	<ul style="list-style-type: none"> Improved liaison with communities and families Increased provision of therapeutic support for students Increased awareness by staff in how to best support students Increased student engagement Increased capacity to secure related interagency support 	<ul style="list-style-type: none"> Appointment of 1 x FTE ATAs for St Clare's and St Francis' School 0.5 x FTE each Appointment of 1 x youth worker for Clontarf Aboriginal College Appointment of part FTE social worker and health officer at St Martin de Porres in Broome Qualitative information on roles of the staff and improved outcomes for students Qualitative information re; student attendance and engagement
4	St Mary's College Broome 'Follow the Dream' program	<p>The Graeme Farmer Foundation program provides a range of support services to Aboriginal students to support them through years 11 and 12, particularly in ATAR and ATAR/VET programs. The program involves access to tutors especially in literacy and numeracy and a range of mentoring services. Past experience with the program indicates positive outcomes in terms of attendance and engagement among this group of students. The funding, payment is made to the school which in turn pays the Foundation for the program delivery.</p>	<ul style="list-style-type: none"> Increased participation of Aboriginal students in year 11 and 12 programs (Closing the Gap aspiration) Increased numbers of students aspiring to tertiary studies Increased engagement and resilience for Aboriginal students Liaison opportunities 	<ul style="list-style-type: none"> Number of students involved Outcomes of students, including post-school destinations School feedback on student levels of engagement and resilience – qualitative feedback Feedback from program mentors and staff
5	Luurnpa School – Balgo – specialist support program	<p>The Balgo community is dealing with high levels of dysfunction including substance abuse, youth suicide and educational disengagement. While the school is reasonably well resourced – including a Trade Training Centre – there is a critical need for additional school and wrap around support for students in distress. This project seeks to engage a school Assistant Principal – Pastoral Care – as well as two youth workers.</p> <p>These staff will increase the opportunities for personal mentoring and work with students.</p> <p>Funds for this program will be provided to the school to employ the required staff.</p>	<ul style="list-style-type: none"> Appointment of AP Pastoral Care early 2020 Appointment of two youth workers or equivalent in 2020 Increased level of engagement of students in school Mental health and other issues addressed to the level that is possible; improvements in engagement and attendance Review and evaluation of the support of the three staff; recommendations for 2021 	<ul style="list-style-type: none"> Appointment of staff; broad outline of job descriptions Details of school students and community supported Wellbeing focus areas/broad achievements Feedback from community/ families/teachers etc especially re; student engagement, attendance, learning outcomes as well as increased levels of community engagement
6	Aboriginal Families as First Educators- AFaFE	<p>This project is a continuation of the program funded by the former Indigenous Advancement Strategy and supports schools and Aboriginal mothers and their children to engage with schools in early childhood settings. It uses the Abecedarian approach in training school staff involved in the program. The project involves schools in country and city locations with pre-school education settings and where Aboriginal Families are enrolled. CEWA conducted a formal review of the program through Charles Darwin University at the end of 2018, reinforcing the positive outcomes. The funding will be used to provide training to school staff and salary payments for staff where necessary. Payments are provided to the schools involved for some aspects of the program.</p>	<ul style="list-style-type: none"> All staff involved to be appropriately trained in program methodology Maximise involvement of Aboriginal families to at least 80% Increased participation and engagement of these families in Kindergarten, pre-primary and year one onwards at that school Increased learning and socio-emotional outcomes for children Increased family engagement and knowledge in education in subsequent years of schooling 	<ul style="list-style-type: none"> Number of staff trained; type of training Number of children and families Qualitative feedback from schools and families Report on possible expansion in 2021 to more schools



N°	PROJECT	BRIEF DESCRIPTION	OUTCOMES	REPORTING FRAMEWORK
7	Aboriginal Teaching Assistant (ATA) Upskilling program	<p>ATAs play an important role in supporting teachers in the learning and teaching program and can also assist in small group and one-on-one learning at the school. This project supports ATAs to study towards higher credentials such as Certificate III and Certificate IV courses, thereby enhancing their education support role as well as enhancing pathways for tertiary study to qualify as a teacher. The program also involves an experienced Aboriginal educator to assist the ATAs in their studies with the University of Notre Dame.</p> <p>Funds are used to pay the service provider, UNDA for training, support and certification.</p>	<ul style="list-style-type: none"> • At least 20 ATAs enrolled in Certificate III or higher with UNDA • At least 75% have good standing at the end of the year – still enrolled and either completed or nearly completed their studies • CEWA consultant supports ATAs along with a school-based mentor; partnership enhanced • Higher levels of engagement and proficiency of ATAs in classroom support 	<ul style="list-style-type: none"> • Names of schools involved • Number of ATAs involved • Credentials completed • Qualitative feedback from principals and ATAs as well as CEWA consultant • Feedback from UNDA trainers • Proportion of participants with good standing at the end of the year
10	Mentor Support Rural and Remote	<p>Principals and teachers in rural and especially remote schools are often less experienced and this can impact on overall school performance. This project will involve the appointment of an experienced principal mentor who can assist principals and leadership teams in rural and remote schools. The mentor will work in collaboration with the Regional Officer and will also be available to support Early Career Teachers (ECT) in these schools. The leadership teams will be supported in the induction process before taking up the appointment in cultural competency programs, ongoing school improvement planning, leadership development including with the school leadership team, school strategic planning and community building. Funds will be directed to the engagement of a mentor/s plus professional learning and travel costs.</p>	<ul style="list-style-type: none"> • Raise levels of proficiency of principals and leadership teams • Assist ECTs in collaboration with the CEWA ECT program. • Generally assist in the whole school improvement process, indicated by improved student outcomes • Assist in improving the health and wellbeing of leaders and staff in rural and remote schools 	<ul style="list-style-type: none"> • Successful engagement of part-time mentor • Records of schools principals visited; frequency; others assisted • Records of ECTs assisted • Evidence of improvement in leadership effectiveness • Evidence of school improvement – mainly qualitative
11	Kimberley IT support and enhancement	<p>CEWA is implementing new IT systems and processes across all schools. Notwithstanding, problems exist in CEWA's capacity to properly service Kimberley schools for a variety of reasons, including, but not limited to; connectivity issues; different hardware being used; variable IT capacity of staff; and the need for routine in situ maintenance and support. The capacity for students to access reliable internet impacts on learning eg NAPLAN online; ViSN. The project aims to standardise hardware in 13 Kimberley schools; establish a more reliable network access and provide technicians who can visit schools more regularly. This project is important in establishing greater equity for these schools and their students compared with their metropolitan counterparts.</p> <p>Remote learning will continue to provide important support for these schools. Funds will be used partly to improve infrastructure and connectivity as well as materials for schools.</p>	<ul style="list-style-type: none"> • Standardise hardware in Kimberley schools to allow for easier training and support • Improve and establish a more sustainable network as a basis for more learning • Establish a more frequent and consistent in situ support service to schools • Improve learning outcomes for students and access to professional learning for staff. 	<ul style="list-style-type: none"> • Names of schools involved; geolocation, student and staff numbers who will benefit • Details of IT hardware and internet services provided • Details of technical support provided – FTE staff; schools visited; services provided; issues arising • Qualitative feedback on efficiency of IT processes and outcomes in schools • Tangible evidence of improvement in student outcomes • Evidence of staff engagement and increasing expertise

St Mary's College, Broome



Priority E - Student Wellbeing And Support

N°	PROJECT	BRIEF DESCRIPTION	OUTCOMES	REPORTING FRAMEWORK
2	Student Wellbeing	<p>Student wellbeing is a major priority in schools. CEWA currently has a team of school psychologists and child safety consultants to support schools, although demand is challenging their capacity to service schools. This project seeks to establish a specialist Wellbeing team consisting of a team leader and three additional consultants to further support schools - staff; students and parents. Funds will be used for staffing; resource development; partnerships. The team will develop a wellbeing framework which will be consistent with the Australian Student Wellbeing Framework, especially in recognising student voice, providing professional learning, early intervention, coaching to schools and introducing measurement and evaluation processes. This project also recognises the likelihood of significant student wellbeing issues as a result of the ongoing health and financial implications of COVID-19 for families, particularly in lower SES communities and amongst vulnerable groups.</p> <p>The funding under this project will be to partially fund the activities of centrally/regionally based staff to provide direct liaison for schools as outlined above.</p>	<ul style="list-style-type: none"> Wellbeing framework developed early 2020 Three consultants appointed early 2020 Resource development for schools, students and parents commences Partnerships with outside organisations established Professional learning delivered to schools Liaison with other CEWA teams, roles clarified Evaluation of the new team completed by December 2020; directions for 2021 set Professional learning opportunities and resources developed, particularly online Team works effectively with teachers and key staff in schools 	<ul style="list-style-type: none"> Completion of wellbeing framework; dissemination to schools Details of services to schools involved; number; geolocation Details of students – numbers; types of support Details of resources developed Professional learning offered – number, attendance; locations Evaluation strategy and reports against this; plans for 2021 to refine focus as required Qualitative feedback from schools and parents
8	'Transforming Lives' Engagement Officers (TLEO)	<p>This project is slightly different to project 7 above. This role involves working with families in the community to ensure that the home environment is supportive of the child's education; to increase student engagement and to assist in increasing school attendance. The CEWA 'Transforming Lives' strategy has set specific targets in these areas as well as literacy, numeracy, cultural competence and Year 12 engagement. This project will focus on up to 11 of CEWA's Kimberley schools; Balgo will be receiving additional support under project 5.</p> <p>A specific job description has been agreed to and TLEOs involved will be directing a significant part of their role to the duties described above.</p> <p>Schools will typically appoint full time and fractional time Aboriginal staff. Funds will be directed to the schools involved.</p>	<ul style="list-style-type: none"> 10-11 FTE TLEOs appointed by schools Focus on community liaison with school families and others Assist in increasing school engagement and particularly attendance, ideally approaching or exceeding the 90% threshold Assist in developing personalised learning plans TLEOs also supported by CEWA regional office in Broome. Develop greater connections with community agencies 	<ul style="list-style-type: none"> Names of schools; locations etc Number of FTE TLEOs supported Qualitative and quantitative data re; roles and support by TLEOs – feedback from schools Number of families connected with Data on student attendance rates Number of personalised learning plans developed and effectiveness Qualitative feedback on community development
12	Child Safety	<p>CEWA already has a Child Safety Policy and team of consultants who are able to visit schools and who also provide some professional learning and training for schools and their staff. There is also a Student Wellbeing Team as outlined in project 2 above. Both teams have a degree of overlap although this project has a sharper focus on child safety. This project seeks to expand the operation of the team to include supporting the production of resources for schools and especially parents. Part of the project will involve the development of more online resources to replace some of the face-to-face programs such as mandatory reporting professional learning and other programs. The impact of COVID-19 will see difficulties arising in home environments and this is likely to be more observable in lower SES communities. Funds will be directed centrally to the operation of the team and production of resources.</p>	<ul style="list-style-type: none"> Increased capacity to support schools – teachers, students and parents Greater liaison with other CEWA teams such as school psychology; wellbeing; and School Improvement Advisors. Development of resources for parents Development of other online resources for schools 	<ul style="list-style-type: none"> Details of professional learning provided Details of resources produced Qualitative feedback from schools on value of services and resources Statistical information re; cases in general terms

Priority F - Other Priorities Identified By The Minister

No specific requests have been received although it is significant to note that 'Closing the Gap' initiatives are strongly reflected in numerous projects.



CAF Budget 2020–2021

N°	PROJECT	2020 \$	2021 \$
1	Affordable Schools	750,000	750,000
2	Student Wellbeing	600,000	600,000
3	CARE School Services	250,000	250,000
4	St Mary's Follow the Dream	135,000	135,000
5	Luurnpa Specialist Support	350,000	350,000
6	AFaFE	750,000	750,000
7	ATA Upskilling	0	100,000
8	Transforming Lives EO	750,000	750,000
9	ViSN	370,000	370,000
10	Mentoring Rural Remote	75,000	75,000
11	IT Support Kimberley	300,000	300,000
12	Child Safety	100,000	100,000

Distribution of Funds for the Benefit of Rural/Regional Remote Schools

N°	PROJECT	DISTRIBUTION %	2020 \$	2021 \$
1	Affordable Schools	70 nominal	525,000	525,000
2	Student Wellbeing	40 nominal	240,000	240,000
3	CARE School Services	0 actual	0	0
4	St Mary's Follow the Dream	100 actual	135,000	135,000
5	Luurnpa Specialist Support	100 actual	350,000	350,000
6	AFaFE	60 nominal	750,000	750,000
7	ATA Upskilling	100 actual	0	100,000
8	Transforming Lives EO	100 actual	750,000	750,000
9	ViSN	80 nominal	296,000	296,000
10	Mentoring Rural Remote	100 actual	75,000	75,000
11	IT Support Kimberley	100 actual	300,000	300,000
12	Child Safety	30 nominal	30,000	30,000
TOTAL			3,451,000	3,551,000



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