

Choice and Affordability Fund Annual Report

2020



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.



Executive Summary

CEWA progressed all projects during 2020, in accordance with the details outlined in the Work Plan. CEWA developed a number of important principles which provided a strategic framework for implementing the CAF priorities and progress in 2020 supported these. The principles were:

1. **Building on core business and priorities** – funds will be used to build on and enhance current and emerging system priorities.
2. **Largely centrally delivered projects** – funding and projects that are organised and delivered centrally by CEWA are generally more strategic, efficient and sustainable. Notwithstanding this principle, this report indicates significant direct funding to many schools.
3. **Alignment with ‘Strategic Directions 2019 – 2023’** – CEWA has a strategic plan which provides directions for the system as well as a plan for improvement of outcomes for Aboriginal students – ‘Transforming Lives 2025’.
4. **Reporting considerations** – projects are established to have clear KPIs and sufficient qualitative and quantitative evidence available to support annual reporting as well as internal evaluation.
5. **Sustainability** – as mentioned in point two above, CEWA is supporting projects in sustainable ways.

Additional to the above principles, it is important to note that projects are consistent with the ethos of Catholic education – support for vulnerable communities and maximising access and affordability in meeting parent choice.

Progress in various projects was impacted by two major factors:

1. **Late finalisation of approvals** – the 2020 – 2021 Work Plan was not approved until late in 2020. Additionally, the formal agreement was not signed until Term 3 in 2020, with funds flowing much later in the year. This meant that CEWA adopted a cautious approach. Those projects which were an enhancement/ expansion of a similar program operating were funded by CEWA pending the Agreement being signed. Those projects which involved the engagement of additional staff were delayed due to potential contract issues. Overall, CEWA was willing to act in good faith and underwrite many projects pending CAF support being received.
2. **COVID-19** - also had a significant impact, in many ways. Schools were requested to be very cautious regarding employing any further staff due to economic uncertainties. Similarly, there was a delay in employing staff centrally. Visits to schools were limited, and in particular to Kimberley schools, where many of the CAF projects impact. CEWA was also keen to minimise burden on schools during COVID-19 which led to fewer face to face Professional Learning and school visits.

Notwithstanding these difficulties, CEWA can report significant achievements, especially in the areas of supporting Aboriginal students and communities – particularly in the Kimberley schools – as well as progress in the broader area of student wellbeing. The following tables indicate a successful continuation of the Aboriginal Families as First Educators (AFaFE) program; support for Aboriginal Engagement officers; support for the Balgo community; and support for Curriculum and Re-engagement Education (CARE) schools. The student wellbeing project, involving the appointment of three consultants and the development of a wellbeing framework, also commenced late in 2020 and will be a significant project moving forward to 2021.

All 12 projects made satisfactory progress, although the Child Safety project less so.

CEWA is satisfied that all projects in 2020 increased educational quality and opportunity for families as well as preserving choice – which is so vital for vulnerable students and families. CEWA is also satisfied that a substantial evidence base relating to achievement of outcomes and KPIs also occurred.



Progress Against Agreement and/or Work Plan

Particulars are outlined in detail in the following table. The following summary links projects undertaken in 2020 to the agreed program priorities as articulated in the Agreement and Work Plan.

In terms of **Priority One - Choice and affordability of schools including facilitating parent choice to meet student needs** – there were two key projects. The affordable schools project targeted six smaller primary schools with lower socio-economic communities. Funding enabled the 2019 pilot to continue, and in 2020, particularly with the economic impact of COVID-19, supported families to access and/or continue enrolment at Catholic schools. The success of the program will see an expansion in 2021 to additional schools. Similarly, the project involving the Virtual School Network (ViSN) was also successful in extending educational opportunities in years 11 and 12; many of the schools involved were country and lower SES schools where curriculum choice is often limited. A large scale review has affirmed ViSN and expansion will occur in 2021.

In terms of **Priority Two – transition assistance for non-systemic schools** - the CAF Work Plan indicated this would be accommodated from year five onwards. Discussions are currently occurring with the board chairs of non-systemic schools consequent of CEWA's recent incorporation, and funding arrangements and implications will become clearer. Following these meetings, transition funding under the former National Adjustment Assistance Fund are likely to commence in 2022 as the impact of the new DMI

funding arrangements become clear. This will be reflected in the 2022 Work Plan which will be submitted later in 2021.

In terms of **Priority Three – special circumstances funding** – no specific support or project occurred during 2020. Notwithstanding, project 1 – Affordable Schools – will expand in 2021 and schools which were economically affected by COVID-19 would be a priority.

In terms of **Priority Four - Strengthening outcomes for schools, and educationally disadvantaged schools and students** - there were



seven important projects delivered with almost all of the funds distributed to schools either directly or in securing services and support directly for the schools involved. In keeping with the spirit of this priority, the focus was on supporting the most vulnerable families and addressing issues of educational opportunity and disadvantage. Five projects focussed exclusively on Kimberley schools; due to COVID-19 progress was mixed but the foundations have been laid for 2021. Aboriginal Families as First Educators (AFaFE) and Curriculum and Re-engagement Education (CARE) School support was directed towards Kimberley and other schools with high Aboriginal cohorts and vulnerable communities.

In terms of **Priority Five – student wellbeing and support** – three projects commenced. Due to COVID-19 and the late signing of the agreement – limited progress was made in the Student Safety project, as reported later. However, firm foundations have been established. CEWA sees student wellbeing as a major priority in 2021 and beyond, especially with the impact of COVID-19. Substantial outcomes were achieved in the Transforming Lives Engagement Officer project, as statistics in the report indicate.

In terms of **Regional Transition Funding**, the Agreement outlined that funding would be allocated to smaller regional schools with fewer than 150 students, and allocations commencing in 2022.

The Distribution of Funding

Please see *Attachment A – CAF Distribution*



NGRB Expenditure Profile

It is anticipated that the carryover from 2020 will be allocated in 2021 and 2022 as indicated with expenditure of funds plus regional transition funds to resume to scheduled payments as outlined in the Agreement.

	2020 \$	2021 \$	2022 \$	2023 \$	2024 \$	2025 \$	2026 \$	2027 \$	2028 \$	2029 \$
Estimated expenditure	1,876,598	4,292,862	6,855,747	6,059,474	6,265,498	6,901,771	7,122,041	7,349,801	7,585,303	7,828,814

	2020 \$
Interest earned	nil

Activity Report

Measuring success of activities / Using evaluations for forward planning

CEWA allocates each project to a relevant central Directorate and associated staff. A designated consultant or Team Leader is responsible for the day to day management of the specific project, which includes liaison with schools. This provides the opportunity to continuously evaluate projects against the project aims and targets. The consultant responsible for each project is also responsible for collecting the required information for the Annual Report.

CEWA projects typically form part of wider support processes for schools, which enables progress in CAF projects to be linked to and contextualised within overall school improvement. For example, CEWA is active in supporting school improvement in Kimberley and other Aboriginal schools. The system wide 'Transforming Lives 2025'

strategy and the associated targets provide a collection mechanism and evidence base.

CEWA is also undertaking wider reviews of key Projects. For example, in 2020 there was an external review of ViSN, and a working group established to consider the recommendations. Similarly, CEWA has engaged consultants to review the AFaFE initiative to plan for future improvement. Recent work in school-office

data collection has also enabled for fine grained school data to be collected quickly which has also supported evaluation and monitoring processes.

In terms of forward planning, CEWA Executive consider feedback from projects, including liaison with School Improvement Advisors and Regional Officers, by September each year, to determine



plans and priorities for the following year. This ensures that CAF projects are effective in terms of meeting their aims, are appropriately resourced and complement existing system priorities and existing initiatives.

Summary of Outcomes

PRIORITY ¹	ACTIVITIES / INITIATIVES	BUDGETED ²	SPENT ³	DESCRIPTION OF OUTCOME AGAINST TARGETED PRIORITY
<i>Priority as per your agreement/ work plan</i>	<i>Activities and initiatives as per your agreement/ work plan</i>	<i>Expenditure on the activity managed centrally by the NGRB and funding distributed to schools.</i>		<i>Please provide a description of outcomes achieved against the targeted priorities and indicators of success in your agreement/work plan</i>
Choice and Affordability of schools including facilitating parent choice to meet student needs	<p>PROJECT 1 – AFFORDABLE SCHOOLS</p> <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 is aimed to increase access and retention. Schools will be funded for the shortfall in fees and this subsidy will decrease as enrolments increase and thereby attract 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 DMI = 92 OR LESS schools and with at least 50% 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 will inevitably reduce the capacity of many parents to exercise their choice and capacity to pay for enrolment in CEWA schools. Accordingly, CEWA will review the situation in 2020 in terms of support for families under this initiative in 2021. This program involves payments on an eligible per capita basis to schools.</p>	<p>Centralised \$0</p> <p>Distributed \$750,000</p>	<p>Centralised \$0</p> <p>Distributed \$556,356</p> <p>Slight underspend as increasing enrolments meant lower subsidy payments to schools as schools increase their GRG and SPC income funding.</p>	<ul style="list-style-type: none"> • Names of schools: Majella Catholic PS: Our Lady of Mercy PS; St Mary's School, Northampton; St Joseph's Catholic PS, Pinjarra; St Joseph's School, Waroona; St Gerard's PS; three metro / three city; all low SES. • Effects on enrolment/retentions – enrolments across all six schools grew from 1,122 in 2019 to 1,197 in 2020 (2021 = 1,290); these increases are indicative of the success of the program. • Qualitative feedback schools/parents – the respective School Councils on behalf of parents were strongly supportive; feedback also indicates that about 100 families across the six schools decided not to leave the school due to financial pressure – this is a further measure of success additional to absolute enrolment increases. • Evaluation in 2020 determined there will be increased support for these six schools; planning will commence to support a further seven low SES schools in 2021 and 2022, with a DMI = 92 or less. • Names and categories of schools receiving contributions to Health Care Card support – all CEWA schools support with 80% confined to lower SES schools; note – no funding allocated to Health Care Card initiative in 2020 from CAF. • Indications of retention rates as a result of support – enrolment data provided above; approx. 100 families indicated the lower fees meant they would retain enrolment; significant additional enrolments occurred – 14% 2019 to 2021.



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<p>Choice and Affordability of schools including facilitating parent choice to meet student needs</p>	<p>PROJECT 2 – VIRTUAL SCHOOL NETWORK – ViSN</p> <p>Students in smaller secondary schools – typically in country regions – are unable to access an extensive range of subjects, in years 11 and 12. This limits choice and may mean some students will leave the school in pursuit of wider subject ranges elsewhere. 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>	<p>Centralised \$180,000</p>	<p>Centralised \$59,440</p>	<ul style="list-style-type: none"> • Number of schools; range of courses – schools involved in the delivery and curating of courses in 2020 were; Irene McCormack Catholic College – 2 courses; Mercy College; St Mary MacKillop College; Aranmore Catholic College – 2 courses; John XXIII College; Mater Dei College; St Joseph’s School Northam; Kearnan College – 2 courses ; Lumen Christi College; John Paul College – 2 courses; Mandurah Catholic College – 3 courses; Nagle Catholic College – 2 courses; St Mary’s College; Holy Cross College; Emmanuel Catholic College. • Names of schools and geolocations – see above – seven schools delivering/curating courses were country schools. In 2020, 19 teachers were involved in delivering at least one course with 11 based in a metropolitan school; 4 from a regional remote and four working from home as part of a Host School arrangement; ViSN delivered a total of 22 courses with 19 ATAR and 3 VET/alternative entry; of the 22, 14 were offered at Year 11 level and 8 at Year 12. • Number of students – total enrolments were 186 with 128 being Year 11 and 58 Year 12. In terms of regional breakdown, 132 were from the Perth diocese, 16 Bunbury, 24 Geraldton, 14 Broome. • Any other quantitative data re results, completions – while 186 completed, there were 174 withdrawals; the breakdown has been established, with significant reasons being: commonplace reductions in their study load by reducing ATAR courses; no longer interested in the course; difficulty with online format. • Results were generally in line with a student’s non-ViSN courses; about four courses had reasonably low achievement levels. • Teachers delivering ViSN courses were provided with extensive professional learning including one day face to face; study of an online unit related to International Standards for Quality Online Teaching; a number of online Teams meetings covering both operational matters and best practice mentoring; visits to schools were suspended due to COVID-19; teachers attended a range of School Curriculum and Standards Authority (SCSA) workshops; new teachers completed four days of face to face learning and met regularly online to discuss their course delivery, quality standards and operational matters. • Any other qualitative feedback re satisfaction etc – normally this occurs but was suspended in 2020 and occurred through the formal review outlined below.
		<p>Distributed \$190,000</p>	<p>Distributed \$0</p> <p>COVID-19 led to the cancellation of the camp and some professional learning activities. Payments from schools for participation increased slightly.</p>	



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	<p>PROJECT 2 – VIRTUAL SCHOOL NETWORK – ViSN (continued)</p>			<ul style="list-style-type: none"> • Report on review of VSN and planning for 2021 – a major review by an external consultant with input from a Principal Advisory Committee was held in 2020. Input was obtained from participating students, teachers and school leaders as well as views and perceptions from non-ViSN schools. Overall, feedback was positive; notwithstanding there are a number of areas for ongoing strategic planning, improvement and future possibilities. • Ongoing evaluation and planning – as discussed above, a major external review of ViSN occurred and this provided a number of recommendations for the future. These will be considered in each year by a Reference Group consisting largely of principals, along with an annual ViSN Report. CEWA is committed to the program and planning for improvement is a structured ongoing process.
<p>Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p>PROJECT 3 – CURRICULUM RE-ENGAGEMENT EDUCATION (CARE) SCHOOLS SERVICES</p> <p>CARE schools cater exclusively for disengaged secondary students who typically have mental and social health issues and are significantly disengaged from mainstream education. CEWA currently operates five CARE schools with a 6th opening in Broome in early 2020. These schools increasingly require wrap around support from staff such as Aboriginal Teacher Assistants, youth workers and social workers. Support for these schools also recognises the particular issues emergent from COVID-19 in terms of family, economic and links to positional 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 Broome involves wrap around services etc. Funds will also be provided to the Broome school – St Martin de Porres - for 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> <p>This project also assists in reaching Closing the Gap targets.</p>	<p>Centralised \$0</p> <p>Distributed \$250,000</p>	<p>Centralised \$0</p> <p>Distributed \$0</p> <p>COVID-19 and late signing of the agreement led to a suspension of signing new staff contracts. Recruitment processes recommenced late in 2020. Staff appointments to the CARE school in Broome delayed due to restricted access to the Kimberley region due to COVID-19.</p>	<ul style="list-style-type: none"> • Appointment of 1 x FTE ATAs for St Clare’s and St Francis’ School 0.5 FTE each – both these appointments were made at the very end of 2020 due to the uncertainty of COVID-19. No report on impact can be made. Both appointments will have a measurable impact in 2021 in supporting the learning and wellbeing of Aboriginal students in each school. • Appointment of 2 x 0.5 FTE youth workers for Clontarf Aboriginal College in November 2020 – delay due to uncertainties of COVID-19 – the role of these youth workers was to provide an additional 22 hours of pastoral care support to Aboriginal boarders. This included dedicated time on weekends. Although in place for only a short time in 2020, there was positive feedback in the support they were able to provide to boarders, including in the liaison role for the boarders returning to their communities at the end of the school year. • Appointment of part FTE social worker and health officer at St Martin de Porres in Broome – the appointment of a 1.0 FTE Youth worker was made late in 2020 with a 1/1/2021 commencement date – no impact data can be reported. Notwithstanding, the job description/duties are: work with local Aboriginal families; support students’ complex socio-emotional needs; liaise with local support agencies; support in learning engagement and attendance; facilitate communication processes with parents; play a key role in wellbeing and child safety; support appropriate cultural links and security; involvement in off-campus activities; assist with referrals to outside agencies. The 2021 Annual Report will provide evidence of impact against some of these indicators.



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<p>Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p>PROJECT 4 – ST MARY’S FOLLOW THE DREAM</p> <p>The Graham 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 amongst this group of students in need. The funding payment is made to the school which in turn pays the Foundation for the program delivery.</p> <p>This project also links to Closing the Gap targets.</p>	<p>Centralised \$0</p>	<p>Centralised \$0</p>	<ul style="list-style-type: none"> • Number of students involved – 28 Aboriginal and Torres Strait Islander students, including some from year 7 for the first time, all from St Mary’s College, Broome. • Outcomes of students including post-school destinations – intensive support was provided to assist and challenge students; levels of literacy/numeracy improved as shown by NAPLAN and internal school measures; after-school tuition was provided for two afternoons a week – this included mentoring and capacity building with some externally provided mentors; study skills programs were included; academic and cultural incursions and excursions were provided, including regional and Perth; career counselling and connection to TAFE courses occurred; a key aim was to increase the achievement of the WACE for Year 12 students – 50% of the year 12 students in the program either achieved WACE or transitioned to further training/traineeship. • School feedback on student levels of engagement and resilience – given the background of many of these students, a number of positive outcomes were achieved including more than half achieving 80%+ attendance; engagement and classroom participation increased; self-confidence increased with all participants. • Feedback from program mentors and staff – external mentors from the Graham Farmer Foundation as well as school teachers and support staff continued to report strong outcomes in the personal achievements of the students; St Mary’s College is committed to providing this program in 2021 and beyond.
		<p>Distributed \$135,000</p>	<p>Distributed \$135,000</p>	
<p>Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p>PROJECT 5 – LUURNPA SPECIALIST SUPPORT</p> <p>The Balgo community is undergoing high levels of dysfunction/dismantling, and this is also affecting school students. Substance abuse, youth suicide and educational disengagement are issues which need further addressing. 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 the school and students in distress. This project seeks to engage a school Assistant Principal – Pastoral Care – as well as two youth workers. These staff will increase the opportunities for personal mentoring and work with students.</p>	<p>Centralised \$0</p>	<p>Centralised \$0</p>	<ul style="list-style-type: none"> • Appointment of staff – broad outline of job descriptions – at the beginning of 2020 a second Assistant Principal (Wellbeing) appointment was made; two additional Youth Work positions were also made in early 2020. • Details of school students and community supported – the support provided was to Luurnpa Catholic School students and for the wider parent community. • Wellbeing focus areas/broad achievements – collaboratively these three appointments provided wellbeing support such as specific programs (Gatekeepers, Mental Health First Aid, PBL, Team Teach, Trauma Sensitive/Informed Practices, Restorative Practice) ;coordination of the special needs area; liaison with the Balgo Medical clinic to help coordinate visiting health services; representing children at Children at Risk and Youth at Risk meetings; leading staff to ensure IEPs are developed and maintained for all students; leading staff to complete the
		<p>Distributed \$350,000</p>	<p>Distributed \$0</p> <p>Appointments made and paid for by the school in 2020 with their existing funds. Payments to Luurnpa will occur in 2021.</p>	

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	<p>PROJECT 5 – LUURNPA SPECIALIST SUPPORT (continued)</p> <p>Funds for this program will be provided to the school to employ the required staff.</p> <p>This project also links to Closing the Gap targets.</p>			<p>SAERR twice a year; ensuring that wellbeing/health records are maintained for all students; coordinating community youth work activities; supporting teachers with student management approaches; community liaison; and supporting school leadership team.</p> <ul style="list-style-type: none"> • Feedback from community/ families/teachers etc – teachers have reported increased commitment and school engagement by nearly all students, in what is a very difficult community environment. Attendance has generally increased across the school, although there is a small group of students where engagement and attendance are below expectations. Challenges continue to exist for older students. Significant achievement has been the ability of the additional staff to work with students and families on the transition to boarding facilities for the continuation of their schooling away from Balgo. 														
Strengthening outcomes for schools and educationally disadvantaged schools and students	<p>PROJECT 6 – ABORIGINAL FAMILIES AS FIRST EDUCATORS (AFaFE)</p> <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 Abecedarean 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> <p>This project also links to Closing the Gap targets.</p>	<p>Centralised \$200,000</p> <p>Distributed \$550,000</p>	<p>Centralised \$145,730</p> <p>Distributed \$175,769</p> <p>Slightly lower spend due to restricted access by trainers and other staff involved in the program due to travel/access restrictions re Kimberley due to COVID-19.</p>	<ul style="list-style-type: none"> • Names of schools – 2020 <table border="1" data-bbox="1361 740 2141 1107"> <tbody> <tr> <td>St Mary's College, Broome</td> <td>St Joseph's School, Kununurra</td> </tr> <tr> <td>Sacred Heart School, Beagle Bay</td> <td>St Joseph's College, Albany</td> </tr> <tr> <td>St Joseph's School, Waroona</td> <td>St Maria Goretti, Redcliffe</td> </tr> <tr> <td>St John Bosco College, Piara Waters</td> <td>Mandurah Catholic College, Mandurah</td> </tr> <tr> <td>Luurnpa Catholic School, Balgo Hills</td> <td>St Mary Star of the Sea Catholic School, Carnarvon</td> </tr> <tr> <td>St Joseph's School, Moora</td> <td>St John's School, Rangeway</td> </tr> <tr> <td>Star of the Sea Primary School, Rockingham</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Demographics of schools – nine schools are country schools and all are low SES. • Number of staff trained – type of training <p>Due to COVID-19 no 3a training was provided in 2020. Networking was provided on-line and a state network (face to face) once COVID-19 restrictions eased and occurred in semester 2.</p>	St Mary's College, Broome	St Joseph's School, Kununurra	Sacred Heart School, Beagle Bay	St Joseph's College, Albany	St Joseph's School, Waroona	St Maria Goretti, Redcliffe	St John Bosco College, Piara Waters	Mandurah Catholic College, Mandurah	Luurnpa Catholic School, Balgo Hills	St Mary Star of the Sea Catholic School, Carnarvon	St Joseph's School, Moora	St John's School, Rangeway	Star of the Sea Primary School, Rockingham	
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	<p>PROJECT 6 – ABORIGINAL FAMILIES AS FIRST EDUCATORS (AFaFE) (continued)</p>			<ul style="list-style-type: none"> Number of children and families <table border="1" data-bbox="1355 582 2145 1141"> <thead> <tr> <th colspan="2">Semester 1 AFaFE Data</th> <th colspan="2">Semester 2 AFaFE Data</th> </tr> </thead> <tbody> <tr> <td colspan="2">Staffing</td> <td colspan="2">Staffing</td> </tr> <tr> <td>Aboriginal Staff</td> <td>23</td> <td>Aboriginal Staff</td> <td>21</td> </tr> <tr> <td>Non-Aboriginal Staff</td> <td>3</td> <td>Non-Aboriginal Staff</td> <td>4</td> </tr> <tr> <td>Total Staff</td> <td>26</td> <td>Total Staff</td> <td>25</td> </tr> <tr> <td colspan="2">Children Attending</td> <td colspan="2">Children Attending</td> </tr> <tr> <td>Girls</td> <td>208</td> <td>Girls</td> <td>239</td> </tr> <tr> <td>Boys</td> <td>209</td> <td>Boys</td> <td>240</td> </tr> <tr> <td>Total Children Attending</td> <td>417</td> <td>Total Children Attending</td> <td>472</td> </tr> <tr> <td colspan="2">Adults attending</td> <td colspan="2">Adults attending</td> </tr> <tr> <td>Females</td> <td>261</td> <td>Females</td> <td>246</td> </tr> <tr> <td>Males</td> <td>63</td> <td>Males</td> <td>55</td> </tr> <tr> <td>Other caregivers/ volunteers</td> <td>83</td> <td>Other caregivers/ volunteers</td> <td>119</td> </tr> </tbody> </table> Qualitative feedback from schools and families. Report on possible expansion in 2021 to more schools – a review was undertaken and there will be consolidation in existing schools and expansion to three additional schools. There was engagement from nearly 90% of families; attendance was over 80%; parents engaged well with the program across all schools; teachers/supervisors noted increases in child learning, socialisation and readiness for pre-school and kindergarten; there was increased engagement by parents and understanding of how they can support their child’s learning; parents also benefited from networking with other parents. 	Semester 1 AFaFE Data		Semester 2 AFaFE Data		Staffing		Staffing		Aboriginal Staff	23	Aboriginal Staff	21	Non-Aboriginal Staff	3	Non-Aboriginal Staff	4	Total Staff	26	Total Staff	25	Children Attending		Children Attending		Girls	208	Girls	239	Boys	209	Boys	240	Total Children Attending	417	Total Children Attending	472	Adults attending		Adults attending		Females	261	Females	246	Males	63	Males	55	Other caregivers/ volunteers	83	Other caregivers/ volunteers	119
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	<p>PROJECT 6 – ABORIGINAL FAMILIES AS FIRST EDUCATORS (AFaFE) (continued)</p>			<p>CAF 2021 Locations (continued)</p> <table border="1"> <tr> <td>Warlawurra Catholic School, Red Hill / Halls Creek</td> <td>1 playgroup leader, food, supplies and equipment</td> </tr> <tr> <td>St Joseph’s School, Boulder</td> <td>1 playgroup leader, food, supplies and equipment</td> </tr> <tr> <td>St Joseph’s College, Albany</td> <td>1 teacher, 1 family liaison officer, food, supplies and equipment</td> </tr> <tr> <td>St John Bosco College, Piara Waters</td> <td>1 fulltime teacher (as a pilot project who will work with other schools in a cluster to operate additional playgroups), 1 family liaison officer, food, supplies and equipment</td> </tr> <tr> <td>Assumption Catholic Primary School, Mandurah</td> <td>1 family liaison officer, food, supplies and equipment (TLEO host school, TLEO works in conjunction with the playgroup)</td> </tr> <tr> <td>St Joseph’s School, Waroona</td> <td>1 family liaison officer, food, supplies and equipment (TLEO host school, TLEO works in conjunction with the playgroup)</td> </tr> <tr> <td>2 other schools to be confirmed</td> <td>Both with 1 family liaison officer, food, supplies and equipment</td> </tr> </table> <p><i># Additional funded items across all groups: training and state network meeting including travel and accommodation costs</i></p>	Warlawurra Catholic School, Red Hill / Halls Creek	1 playgroup leader, food, supplies and equipment	St Joseph’s School, Boulder	1 playgroup leader, food, supplies and equipment	St Joseph’s College, Albany	1 teacher, 1 family liaison officer, food, supplies and equipment	St John Bosco College, Piara Waters	1 fulltime teacher (as a pilot project who will work with other schools in a cluster to operate additional playgroups), 1 family liaison officer, food, supplies and equipment	Assumption Catholic Primary School, Mandurah	1 family liaison officer, food, supplies and equipment (TLEO host school, TLEO works in conjunction with the playgroup)	St Joseph’s School, Waroona	1 family liaison officer, food, supplies and equipment (TLEO host school, TLEO works in conjunction with the playgroup)	2 other schools to be confirmed	Both with 1 family liaison officer, food, supplies and equipment
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<p>Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p>PROJECT 7 – ATA UPSKILLING PROGRAM</p> <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>	<p>Centralised \$0</p> <p>Distributed \$0</p>	<p>Centralised \$0</p> <p>Distributed \$0</p>	<ul style="list-style-type: none"> • Names of schools involved – St Joseph’s Catholic School Kununurra; St Joseph’s School, Wyndham; Ngalangangpum School, Warmun; Sacred Heart School, Beagle Bay; Christ the King School, Djarindjin Lombadina; St Mary’s College Broome; Holy Rosary School, Derby – now have all ATAs qualified so did not participate in 2020. • Number of ATAs involved – 26 ATAs completed a credential. • Credentials being completed – the credentials were the Certificate III Education Support – seven completed – and the Certificate IV – 16 completed. 2 ATAs went on parental leave and 1 has left employment. 88% maintained good standing by the end of 2020; six fully graduated; 18 will be continuing in 2021; five new ATAs plan to commence in 2021. • Qualitative feedback from principals and ATAs as well as CEWA consultant – principals continue to be fully supportive and actively encouraged participation. Each school appointed a mentor – these 														



PRIORITY ¹	ACTIVITIES / INITIATIVES	BUDGETED ²	SPENT ³	DESCRIPTION OF OUTCOME AGAINST TARGETED PRIORITY
	<p>PROJECT 7 – ATA UPSKILLING PROGRAM (continued)</p> <p>This project also links to Closing the Gap targets.</p>			<p>were either experienced ATAs who had completed the credential or a teacher. ATAs reported positively about the program although there was some anxiety regarding the face to face block session in UNDA Broome in being away from their classes each semester. COVID-19 ceased school visits by UNDA staff; after some initial issues, all involved became comfortable with a Teams online model ; this is likely to continue into the future.</p> <ul style="list-style-type: none"> • Feedback from UNDA trainers – all feedback was positive and there was optimism that an increase in online support was a positive outcome of COVID-9, with this blended model increasing interaction and sustainability.
<p>Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p>PROJECT 8 - MENTOR SUPPORT RURAL AND REMOTE</p> <p>Principals and teachers in rural and especially remote schools are often less experienced and this can impact on overall school improvement. 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>	<p>Centralised \$75,000</p>	<p>Centralised \$0</p>	<ul style="list-style-type: none"> • Successful engagement of part time mentor – a beginning principal mentor (0.4 FTE) was appointed specifically to assist newly appointed principals in rural and remote schools; this is additional to the ongoing work of Regional Officers; 15 Beginning Principals were supported mainly through online support; school visits in some regions such as the Kimberley region were prohibited due to COVID-19. There was a holistic focus which included an understanding of mentoring, mental health first aid and non-therapeutic counselling. Cultural competency programs were also provided. The aims of the support were well received and anecdotal feedback, bearing in mind the confidentiality context, indicated improvements occurred in self-direction and motivation; embedding of life experiences to facilitate learning; practical learning experiences; and personal and professional goal setting and growth. • Records of ECTs assisted – this did not occur in 2020 and will not be an aspect of the program in 2021; a separate program specifically focussing on ECTs will provide mentoring and support to this group. • Evidence of improvement in leadership effectiveness – see above – the prime aim was the personal development and capacity building of new principals. Feedback from the mentor, in the relatively limited context possible during COVID-19, was that there was significant personal development occurring, especially in confidence and team building. This also flowed over to community building which is critical in regional and remote schools. • Evidence of school improvement – feedback from ROs and from Cyclical Reviews, School Audits and earlier data and discussion from the School Climate Survey was that school improvement – cultural and student outcomes, was progressing at satisfactory levels.
		<p>Distributed \$0</p>	<p>Distributed \$0 Funds not spent due to access/travel restrictions to Kimberley schools due to COVID-19.</p>	



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<p>Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p>PROJECT 9 – KIMBERLEY IT SUPPORT AND ENHANCEMENT</p> <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 e.g. NAPLAN online; ViSN. The project aims to standardise hardware in the 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>	<p>Centralised \$40,000</p>	<p>Centralised \$0</p>	<ul style="list-style-type: none"> Names of schools involved; geolocation, student and staff numbers – <table border="1" data-bbox="1357 284 2163 943"> <thead> <tr> <th></th> <th>Staff</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Christ the King Catholic School, Djarindjin Lombadina</td> <td>8</td> <td>61</td> </tr> <tr> <td>John Pujajangka-Piyirn School, Lake Gregory / Mulan</td> <td>3</td> <td>26</td> </tr> <tr> <td>Kururrungku Catholic Education Centre, Billiluna Station</td> <td>5</td> <td>52</td> </tr> <tr> <td>Birrliirr Ngawiyiwu Catholic School, Ringer Soak/Yaruman</td> <td>3</td> <td>29</td> </tr> <tr> <td>St Joseph’s School, Wyndham</td> <td>5</td> <td>66</td> </tr> <tr> <td>St Joseph’s School, Kununurra</td> <td>12</td> <td>157</td> </tr> <tr> <td>Warlawurru Catholic School, Red Hill / Halls Creek</td> <td>5</td> <td>58</td> </tr> <tr> <td>Sacred Heart School, Beagle Bay</td> <td>10</td> <td>58</td> </tr> <tr> <td>Holy Rosary School, Derby</td> <td>10</td> <td>110</td> </tr> <tr> <td>Ngalangangpum School, Warmun Community</td> <td>9</td> <td>64</td> </tr> <tr> <td>St Mary’s College, Broome</td> <td>50</td> <td>754</td> </tr> <tr> <td>Luurnpa Catholic School, Balgo Hills</td> <td>11</td> <td>127</td> </tr> <tr> <td>St Martin de Porres School (CARE), Broome</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Details of IT hardware and internet services provided – necessary to support connectivity – Cisco 4451 Router; Aruba CX Next Gen switching; Aruba IAP-315 Instant Wi-Fi; HP Proliant Server; 1556 devices. Details of technical support provided – FTE staff; schools visited; services provided; issues arising – IT Dynamics and CEWA co-fund an IT support person in the Kimberley which makes a total of 2.0 FTE support; visits to schools planned twice per term but not possible due to COVID-19; CAF funding now means there is an appropriate level of agile IT support. Qualitative feedback on efficiency of IT processes and outcomes in schools – too early to determine – there was a delay in implementation due to COVID-19 – effective kick off Feb 2021. Tangible evidence of improvement in student outcomes – too early to call – see above. Evidence of staff engagement and increasing expertise – too early to call – see above. 		Staff	Students	Christ the King Catholic School, Djarindjin Lombadina	8	61	John Pujajangka-Piyirn School, Lake Gregory / Mulan	3	26	Kururrungku Catholic Education Centre, Billiluna Station	5	52	Birrliirr Ngawiyiwu Catholic School, Ringer Soak/Yaruman	3	29	St Joseph’s School, Wyndham	5	66	St Joseph’s School, Kununurra	12	157	Warlawurru Catholic School, Red Hill / Halls Creek	5	58	Sacred Heart School, Beagle Bay	10	58	Holy Rosary School, Derby	10	110	Ngalangangpum School, Warmun Community	9	64	St Mary’s College, Broome	50	754	Luurnpa Catholic School, Balgo Hills	11	127	St Martin de Porres School (CARE), Broome	3	5
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<p>Distributed \$260,000</p>	<p>Distributed \$0</p> <p>Access to Kimberley schools to assess needs was delayed until later in 2020 due to COVID-19. This was completed later in 2020, at which time the necessary work and securing contracts for devices was finalised. Delivery occurred in December and the invoice paid in January 2021; this additional amount will be reflected in the 2021 Report.</p>																																													

PRIORITY ¹	ACTIVITIES / INITIATIVES	BUDGETED ²	SPENT ³	DESCRIPTION OF OUTCOME AGAINST TARGETED PRIORITY
Student Wellbeing and Support	<p>PROJECT 10 – STUDENT WELLBEING</p> <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: provide professional learning, early intervention; coaching to schools; and introduce 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>	Centralised \$600,000	Centralised \$83,421	<ul style="list-style-type: none"> • Completion of wellbeing framework – the wellbeing framework development commenced mid 2020 after a delay due to COVID-19 and in finalising the tender process. The University of Adelaide is leading the process. A consultative group was established to oversee the process. At the time of writing this report, a final draft is close to finalisation for wider consultation. • Three new Wellbeing consultants were appointed in December 2020; the delay was due to a temporary embargo on full time staff appointments due to the uncertainty of COVID-19; duties etc planned for 2021; full reporting will be provided in 2021 Annual Report. • Details of services to schools involved – number: existing staff worked with schools, mainly online due to COVID-19. Ten specific presentations were made at school development days; online support provided to schools where required, including Kimberley and regional schools. Some online services and resources to schools included: GEMS – Enhancing Staff and Student Wellbeing; Early Career Teachers Surviving to Thriving; Leadership - Why Wellbeing and Character Strengths; Staff Wellbeing 101; Strengths Based Teaching; Trauma Informed Pedagogies. • Child safety team now under the oversight of Child Wellbeing team to streamline services. • Details of students – numbers – types of support – not available – liaison primarily with school staff; direct interventions and visits only made in crisis situations. • Details of resources developed – a number of online resources were curated and developed, specifically to support the emerging Wellbeing framework. • Partnerships with other key organisations strengthened – e.g. Berry Street; University of Missouri; University of Melbourne; SAMHRI; Microsoft. • Evaluation strategy and reports against this – plans for 2021 – evaluation and reflection is being built into wellbeing framework. • Qualitative feedback from schools and parents – feedback from online and limited in situ learning has been extremely positive.
		Distributed \$0	Distributed \$0 COVID-19 resulted in a suspension of any new recruitment in the CEWA central office. Existing consultants delivered many of the program aims. The contract for the development of the wellbeing framework was let and further progress payments in 2021. The most significant part of the project – appointment of 3 additional wellbeing consultants – was finalised in early 2021 following the recruitment process which commenced in late 2020.	

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<p>Student Wellbeing and Support</p>	<p>PROJECT 11 – TRANSFORMING LIVES ENGAGEMENT OFFICERS (TLEO)</p> <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: 2025' 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> <p>This project also links to Closing the Gap targets.</p>	<p>Centralised \$200,000</p>	<p>Centralised \$0</p>	<ul style="list-style-type: none"> Names of schools; locations etc <table border="1" data-bbox="1361 453 2136 928"> <tr><td>Christ the King Catholic School, Djarindjin Lombadina</td><td>FTE 1.5</td></tr> <tr><td>John Pujajangka-Piyirn School, Lake Gregory / Mulan</td><td>FTE 0.5</td></tr> <tr><td>Kururrungku Catholic Education Centre, Billiluna Station</td><td>FTE 0.5</td></tr> <tr><td>Birrlirr Ngawiyiwu Catholic School, Ringer Soak/Yaruman</td><td>FTE 1</td></tr> <tr><td>St Joseph's School, Wyndham</td><td>FTE 1</td></tr> <tr><td>St Joseph's School, Kununurra</td><td>FTE 0.5</td></tr> <tr><td>Warlawurru Catholic School, Red Hill / Halls Creek</td><td>FTE 0.5</td></tr> <tr><td>Sacred Heart School, Beagle Bay</td><td>FTE 2</td></tr> <tr><td>Holy Rosary School, Derby</td><td>FTE 5</td></tr> <tr><td>Ngalangangpum School, Warmun Community</td><td>FTE 1</td></tr> <tr><td>St Mary's College, Broome</td><td>FTE 2</td></tr> <tr><td>Luurnpa Catholic School, Balgo Hills</td><td>FTE 1</td></tr> <tr><td>St Martin de Porres School (CARE School), Broome</td><td>FTE 0.5</td></tr> </table> Qualitative and quantitative data re roles and support by TLEOs – feedback from schools <p>Funding to schools was released late 2020, therefore the feedback provided covers a short period.</p> <p>Snapshot of feedback from two (2) schools:</p> <p>TLEO Officer assisted with incorporating Indigenous knowledge into the kindy program, our enrolments have now increased dramatically in early years, we started this year with 6 x 4 Year old Kindy students, we have to date enrolled for 2021 20 x 4 year old kindy students. Of these, 47% are indigenous (on par with local population).</p> <p>In a number of families that were disengaged, there has been a greater willingness for these families to connect with the school and in a number of cases, the attendance of children has improved.</p> Number of families connected with project <p>No data available.</p> 	Christ the King Catholic School, Djarindjin Lombadina	FTE 1.5	John Pujajangka-Piyirn School, Lake Gregory / Mulan	FTE 0.5	Kururrungku Catholic Education Centre, Billiluna Station	FTE 0.5	Birrlirr Ngawiyiwu Catholic School, Ringer Soak/Yaruman	FTE 1	St Joseph's School, Wyndham	FTE 1	St Joseph's School, Kununurra	FTE 0.5	Warlawurru Catholic School, Red Hill / Halls Creek	FTE 0.5	Sacred Heart School, Beagle Bay	FTE 2	Holy Rosary School, Derby	FTE 5	Ngalangangpum School, Warmun Community	FTE 1	St Mary's College, Broome	FTE 2	Luurnpa Catholic School, Balgo Hills	FTE 1	St Martin de Porres School (CARE School), Broome	FTE 0.5
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<p>Distributed \$550,000</p>	<p>Distributed \$ 624,750</p> <p>Slight underspend due to capacity to engage and position appropriate staff in the Kimberley due to COVID-19 restrictions.</p>																													



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	<p>PROJECT 11 – TRANSFORMING LIVES ENGAGEMENT OFFICERS (TLEO) (continued)</p>			<ul style="list-style-type: none"> Data on student attendance rates Reporting period: <table border="1" data-bbox="1357 308 2141 834"> <tr><td>Christ the King Catholic School, Djarindjin Lombadina</td><td>74.96%</td></tr> <tr><td>John Pujajangka-Piyirn School, Lake Gregory / Mulan</td><td>52%</td></tr> <tr><td>Kururrungku Catholic Education Centre, Billiluna Station</td><td>53%</td></tr> <tr><td>Birrillir Ngawiyiwu Catholic School, Ringer Soak/Yaruman</td><td>57%</td></tr> <tr><td>St Joseph’s School, Wyndham</td><td>76%</td></tr> <tr><td>St Joseph’s School, Kununurra</td><td>72%</td></tr> <tr><td>Warlawurru Catholic School, Red Hill / Halls Creek</td><td>56%</td></tr> <tr><td>Sacred Heart School, Beagle Bay</td><td>52%</td></tr> <tr><td>Holy Rosary School, Derby</td><td>80%</td></tr> <tr><td>Ngalangangpum School, Warmun Community</td><td>52%</td></tr> <tr><td>St Mary’s College, Broome</td><td>Secondary</td><td>72.4%</td></tr> <tr><td></td><td>Primary</td><td>75%</td></tr> <tr><td>Lurnpa Catholic School, Balgo Hills</td><td></td><td>35%</td></tr> <tr><td>St Martin de Porres School (CARE School), Broome</td><td></td><td><i>no data – new school</i></td></tr> </table> Number of personalised learning plans developed and effectiveness No personalised learning plans (PLPs) have been recorded to have been developed. PLPs have been put on hold for 2021 for review and further discussion. Qualitative feedback on community development Limited feedback due to travel restrictions. 	Christ the King Catholic School, Djarindjin Lombadina	74.96%	John Pujajangka-Piyirn School, Lake Gregory / Mulan	52%	Kururrungku Catholic Education Centre, Billiluna Station	53%	Birrillir Ngawiyiwu Catholic School, Ringer Soak/Yaruman	57%	St Joseph’s School, Wyndham	76%	St Joseph’s School, Kununurra	72%	Warlawurru Catholic School, Red Hill / Halls Creek	56%	Sacred Heart School, Beagle Bay	52%	Holy Rosary School, Derby	80%	Ngalangangpum School, Warmun Community	52%	St Mary’s College, Broome	Secondary	72.4%		Primary	75%	Lurnpa Catholic School, Balgo Hills		35%	St Martin de Porres School (CARE School), Broome		<i>no data – new school</i>
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<p>Student Wellbeing and Support</p>	<p>PROJECT 12 – CHILD SAFETY 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 10 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.</p>	<p>Centralised \$ 100,000</p> <p>Distributed \$0</p>	<p>Centralised \$0</p> <p>Distributed \$0</p> <p>Recruitment of suitable online resource developer delayed due to COVID-19; small project.</p>	<ul style="list-style-type: none"> Details of professional learning provided – no formal PL provided due to lockdown and lessening burden on schools. Details of resources produced – no progress – A recruitment process for an e-learning developer was unsuccessful due to a lack of suitable applicants; this impacted on resource development; anticipated to make an appointment term 1, 2021. Qualitative feedback from schools on value of services and resources – no information available; full report for 2021 will include. Statistical information re; cases in general terms – no data available. 																																



PRIORITY ¹	ACTIVITIES / INITIATIVES	BUDGETED ²	SPENT ³	DESCRIPTION OF OUTCOME AGAINST TARGETED PRIORITY
	<p>PROJECT 12 – CHILD SAFETY (continued)</p> <p>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>			
	Administrative costs ⁴	\$96,132	\$96,132	
	Deferred Regional Transition Assistance	\$131,899	N/A	
	Budgeted Carry Over to 2021	\$207,994	N/A	
	TOTAL	\$4,866,025	\$1,876,598	

Photos: John Pujajangka-Piyirn School, Lake Gregory / Mulan | St Mary's College, Broome
 Back Cover Photo: Warlawurru Catholic School, Red Hill / Halls Creek





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