

# Choice and Affordability Fund Annual Report

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.



## Summary of 2021

CEWA progressed all projects during 2021, in accordance with the details outlined in the Work Plan. CEWA continued to be driven by a number of important principles which provided a strategic framework for implementing the CAF priorities and significant progress in 2021 was made. The principles were;

1. **Building on core business and priorities** – funds are 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 2 above, CEWA is supporting projects in sustainable ways and continuing to embed these in school and system practice.

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 less by COVID-19 than was the case in 2020 when significant lockdowns occurred especially in remote Aboriginal communities. Schools were still requested to be very cautious regarding employing any further staff due to economic uncertainties and the emerging impact of the Direct Measure of Income (DMI) funding model. Similarly, there was a delay in employing staff centrally. Visits to schools increased in 2021 although online communication became much more embedded, building on the significant investment made by CEWA, including investment in CAF projects described in this report. CEWA remains keen to minimise burden on schools during COVID-19 and online communication via Teams is a positive outcome.

Notwithstanding some difficulties from COVID-19, 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 report will, for example, highlight significant investment in the area of student and staff wellbeing and the rollout of a best-practice system wellbeing framework. The Child Safety Project, which reported limited progress in 2020, has made significant progress in 2021 as indicated in the following summaries.

The following tables indicate a successful continuation of the Aboriginal Families as First Educators program; support for Aboriginal Engagement officers; support for the Balgo community; and support for Curriculum and Re-engagement Education (CARE) schools.

CEWA is satisfied that all projects in 2021 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.

Regional Transition Assistance funding allocations to schools in 2022 were finalised and schools were informed in December 2021 so that they could commence planning. Transition Assistance related to the DMI continues to be accumulated with distributions to commence in 2024 as impacts become clearer. AGDESE were also informed of a change to schools who are represented by CEWA as their NGRB.



## Progress Against Agreement and/or Work Plan

Details are outlined in detail in the following table. The following summary links projects undertaken in 2021 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 project to continue, with planning for significant expansion in 2022 occurring. The economic impact of COVID-19 meant that this project supported families to access and/or continue enrolment at Catholic schools. As a measure of success, enrolments in participating schools increased, as did enrolments across the CEWA system. 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. The Review of ViSN saw some organisation reforms implemented 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 continuing with the board chairs of non-systemic schools consequent of CEWA's recent incorporation, and funding arrangements and implications will become clearer. Allocations of accumulated funds will occur in 2024. AGDESE were informed of the

four schools for which CEWA ceased to be their NGRB from the end of 2021.

In terms of **Priority Three – Special circumstances funding** – no specific support or project occurred during 2021.

In terms of **Priority Four - Strengthening outcomes for schools, and educationally disadvantaged schools and students** - there were seven important projects delivered again in 2021 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 with more progress occurring compared with 2020 as access became more possible. 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 continued. As reported earlier in this Report, significant progress was made in the Student Wellbeing Project with the completion and rollout of an evidence-based best practice wellbeing framework. This was accompanied by an expansion in the number of centrally based wellbeing consultants and expansion of support to schools, noting the increase in demand as the impact of COVID-19 continues. The Child Safety Project also made significant progress as reported later. 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. Schools were informed of their allocations in December 2021 to facilitate planning.

## Overarching Risk Management

The following table was included in the 2022-2025 Work Plan but was applied during 2021. CEWA managed risk at a systemic level; the following contexts and processes supported this approach;

- CEWA as an incorporated entity – this provided strong governance and oversight of all schools across all four dioceses including common financial and auditing requirements for each school.
- System-wide data collection platform and well-developed online capacity for schools which reduced the impact of COVID-19 by allowing connections via Teams
- Impact driven projects which built on established, evidence driven understandings; no ‘experimentation’ - which reduced the possibility of failing to deliver most/all of performance indicators.
- Most projects centrally driven and consistent with system strategic plans and priorities
- Management model for projects – each project was the responsibility of an office Director and their consultants, and they were responsible for management of the project – check ins with schools occurred.
- Overarching management of the entire program by dedicated central officers – milestone and financial oversight, including quarterly contact with the responsible Director
- School Improvement Advisors and Regional Officers have an assigned number of schools – CAF updating, and support occurred.



Photos (clockwise from right): Majella Catholic Primary School, Balga  
Birlirr Ngawiyiwu Catholic School, Ringer Soak / Yaruman  
Bunbury Catholic College, Bunbury

RISK	HOW THE RISK WILL BE MANAGED
Reporting against projects and success indicators not undertaken adequately.	CEWA has a comprehensive management and compliance process including consultants and managers specialising in the project area. Assessments of projects and budgets occurs regularly.
Schools fail to implement project initiatives as agreed and specified.	Office consultants, SIAs and ROs in contact with schools; some projects require interim reports; issues typically identified early, thus enabling intervention; most projects centrally run.
Schools fail to spend or adequately account for funds received; potential wastage of funds.	All schools run common accounting systems and protocols; records examined periodically by CEWA staff; final audit and signoff by Deloitte.
School viability is challenged, threatening engagement in project.	No system school in CEWA would become non-viable such that CAF funds would be compromised; support funding and cross-subsidisation processes exist; monitoring of schools regularly undertaken.
Work plan and CEWA processes are not flexible enough to accommodate urgent imperatives such as special purpose funding or ministerial priorities.	The management processes and oversight are agile and responsive; CEWA has the capacity to urgently reallocate funds or if necessary, run the funding into deficit – with DESE approval – and adjust for the next year. Communication processes with schools are well developed.
Insufficient expertise exists in CEWA to effectively manage projects – office or schools.	Highly qualified and backup staff exist in offices; policies and procedures are well understood; few programs rely on one or two key staff in schools.
Projects become less relevant in terms of contemporary practice and national and local priorities.	All projects closely address program priorities and other national strategically important initiatives; evaluations are undertaken; evidence-based practice used; being mainly centrally run, CEWA can adjust; notwithstanding, local context is important.
Priorities within a participating school change such that participation is not as relevant.	Schools closely monitored; capacity to withdraw school if needed; all projects involve numerous / all schools potentially.
COVID-19 significantly impacts on the capacity to deliver project outcomes and success indicators.	CEWA has system COVID-19 contingency and risk management plan, as do all schools. Early issues were around access and a moratorium on hiring; the latter is no longer an issue.
Inadequate school consultation processes exist to ensure needs of schools are met equitably.	Effective school consultation processes are maintained; see section on stakeholder engagement. Most projects provide potential access to all schools.
Projects may become unsustainable without CAF support beyond 2029.	Most projects relate closely to existing strategic plans and school and system priorities; focus in most projects is building long term capacity.



# Financial Report

## 2021 Budgeted Funding and Actual Expenditure

Expenditure for 2021 by activity is outlined in the table below. Expenditure for 2021 by school is outlined in *Attachment A – CAF 2021 School Level Data Report*.

ACTIVITIES / INITIATIVES	EXPENDITURE TYPE	BUDGETED FOR 2021 <sup>1</sup>	ACTUAL SPEND IN 2021 <sup>2</sup>
<b>A – Choice and Affordability</b>			
<i>CAF - Affordable Schools</i>	Centralised	\$0	\$0
	Distributed	\$750,000	\$222,185
<i>CAF - Virtual School Network (ViSN)</i>	Centralised	\$180,000	\$41,181
	Distributed	\$190,000	\$403,112
<b>Total for Priority A</b>	Centralised	<b>\$180,000</b>	<b>\$41,181</b>
	Distributed	<b>\$940,000</b>	<b>\$625,297</b>
<b>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</b>			
<i>CAF - Aboriginal Families as First Educators</i>	Centralised	\$200,000	\$211,567
	Distributed	\$550,000	\$314,437
<i>CAF - ATA Upskilling</i>	Centralised	\$100,000	\$61,980
	Distributed	\$0	\$31,102
<i>CAF - CARE School Services</i>	Centralised	\$0	\$0
	Distributed	\$250,000	\$179,204
<i>CAF - IT Support Kimberley</i>	Centralised	\$40,000	\$516,639
	Distributed	\$260,000	\$50,400
<i>CAF - Mentor Rural and Remote Schools</i>	Centralised	\$75,000	\$30,457
	Distributed	\$0	\$0
<i>CAF - St Mary's Follow the Dream</i>	Centralised	\$0	\$0
	Distributed	\$135,000	\$135,000
<i>CAF - Luurnpa Specialist Support</i>	Centralised	\$0	\$0
	Distributed	\$350,000	\$296,124
<b>Total for Priority D</b>	Centralised	<b>\$415,000</b>	<b>\$820,643</b>
	Distributed	<b>\$1,545,000</b>	<b>\$1,006,267</b>

<sup>1</sup> This must reflect the Agreement or 2020–2021 Work Plan.

<sup>2</sup> If there is a variation, a concise explanation must be provided in the Activity Report section. Please note, only minor variations should be reported in this section. Under paragraph 53 of CAF Guidelines, the NGRB will be assessed on the consistency of the annual report to with the Agreement / Work Plan. Substantial variations must be agreed with the Department through revisions to the Agreement / Work Plan. Substantial variations cannot be agreed retrospectively.



## 2021 Budgeted Funding and Actual Expenditure (cont.)

ACTIVITIES / INITIATIVES	EXPENDITURE TYPE	BUDGETED FOR 2021 <sup>1</sup>	ACTUAL SPEND IN 2021 <sup>2</sup>
<b>E – Student wellbeing and support</b>			
<i>CAF – Child Safety</i>	Centralised	\$100,000	\$33,787
	Distributed	\$0	\$0
<i>CAF – Transforming Lives Strategy</i>	Centralised	\$200,000	\$11,220
	Distributed	\$550,000	\$484,265
<i>CAF – Student Wellbeing</i>	Centralised	\$600,000	\$784,948
	Distributed	\$0	\$1,761
<b>Total for Priority E</b>	Centralised	<b>\$900,000</b>	<b>\$829,955</b>
	Distributed	<b>\$550,000</b>	<b>\$486,026</b>
	<b>Administrative costs <sup>3</sup></b>	<b>\$112,135</b>	<b>\$112,135</b>
	<b>Total expenditure <sup>4</sup></b>	<b>\$4,642,135</b>	<b>\$3,921,504 <sup>5</sup></b>
	<b>Deferred funding</b>	<b>\$0</b>	<b>\$1,715,990</b>

<sup>3</sup> The NGRB's administrative costs directly associated with implementing the activities. These should not exceed two per cent of total funding over 2020 to 2029. In limited circumstances an NGRB may apply in writing for an increase in allowance.

<sup>4</sup> Sum of centralised, distributed, and administrative expenditure.

<sup>5</sup> The amount recorded in this cell should match the NGRB Acquittal Certificate of funding spent in 2021.



## Expenditure Profile for 2022–2029

This table reflects the NGRB's planned expenditure over 2022 to 2029 consistent with its CAF Agreement and, where applicable, its CAF Work Plan, with any variations outlined below.

	2022	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	\$5,806,616	\$5,980,816	\$6,160,242	\$6,345,048	\$6,535,398	\$6,731,462	\$6,933,404	\$7,141,406
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$139,932	\$144,130	\$148,454	\$152,908	\$157,494	\$162,220	\$167,086	\$172,098
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022 <sup>6</sup>	\$4,705,417							
Accrued interest earned on funds held in 2020 and 2021 to be carried forward to 2022 <sup>7</sup>	N/A							
NGRB's planned expenditure for the relevant year <sup>8</sup>	\$5,011,971	\$2,913,747	\$7,588,097	\$7,772,903	\$7,963,253	\$8,159,317	\$8,361,259	\$8,569,261
NGRB's planned regional transition assistance expenditure for the relevant year <sup>9</sup>	\$408,215	\$144,130	\$148,454	\$152,908	\$157,494	\$162,220	\$167,086	\$172,098

<sup>6</sup> Please note this is the amount paid by the Department in 2020 and 2021 that has been carried forward into 2022. The amount in this row should be attributed as expenditure in a future year(s) in the planned expenditure row below.

<sup>7</sup> Please note this is actual interest earned only that has been carried forward into 2022. The amount in this row should be attributed as expenditure in a future year(s) in the planned expenditure row below. If no interest is being brought forward in to 2022, please put N/A.

<sup>8</sup> Please note this row is should include all CAF funding (except amounts spent in 2020 and 2021) and where applicable, actual interest earned on funds held in 2020 and 2021 being brought forward in to 2022.

<sup>9</sup> Please note this row is used to monitor the rate of expenditure to ensure agreed proportions of investment are met.





	2022	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's planned deferred funding for the relevant year to be spent in a future year <sup>10</sup>	\$794,645	\$3,067,069	\$0	\$0	\$0	\$0	\$0	\$0
Accrued deferred funding from the relevant year and previous years to be spent in a future year <sup>11</sup>	\$5,500,062	\$8,567,131	\$7,139,276	\$5,711,421	\$4,283,566	\$2,855,710	\$1,427,855	

[\*NGRBs with Work Plans can include the following note: Funding over 2026 to 2029 is indicative and will be finalised through 2026-2029 Work Plan to be settled in 2025.]

### Reason for variations to Expenditure Profile

Please clearly explain and provide reasons for any variances to the expenditure profile compared to the latest expenditure profile provided to the department (e.g. for NGRBs with Agreements, this may be the 2021 Annual Reports and for NGRBs with Workplans, this may be the 2022-2025 Work Plan). Please note, this section should only be used to report minor variations. Under paragraph 53 of CAF Guidelines, the NGRB will be assessed on the consistency of future annual reports to with the Agreement / Work Plan. Substantial variations must be agreed with the Department through revisions to the Agreement and/or Work Plan.

<sup>10</sup> Please note this is any amount of CAF funding to be paid by the Department for the relevant year that is not spent in the relevant year. This row should include deferred CAF funding paid by the Department and, where applicable, for 2022 may include actual interest earned on funds held in 2020 and 2021 being carried forward again into 2023. For example, an NGRB may plan to defer \$5 million in 2022 and defer another \$5 million in 2023, with the resulting \$10 million to be spent in 2024. This row would show \$5 million in deferred expenditure in 2022, \$5 million deferred in 2023 and then \$0 in 2024.

<sup>11</sup> Please note this is the total amount carried forward to the next year or any subsequent year and will show the cumulative deferred expenditure from the relevant year and/or previous years that has not yet been spent. This row should include deferred CAF funding paid by the Department and, where applicable, actual interest earned on funds held in 2020 and 2021 being brought forward in 2022. Continuing the example from the deferred expenditure row where an NGRB may plan to defer \$5 million in 2022 and defer another \$5 million in 2023, with the resulting \$10 million to be spent in 2024. This row would show \$5 million in accrued expenditure in 2022, \$10 million in 2023 and then \$0 in 2024.



## 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. This model worked well in 2021 as each project developed and the assigned officer galvanised close connections with schools.

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 conducted a major review of ViSN in 2020 and many recommendations were implemented in 2021, leading to higher quality delivery. There was also an internal review of 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.

CEWA was very pleased with the progress made in 2021 and looks forward to further quality enhancements in 2022 with the ultimate focus being better outcomes for students.

Photos: Holy Cross College, Ellenbrook  
Sacred Heart College, Beagle Bay  
Bunbury Catholic College, Bunbury



## Summary of Outcomes

PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>A - Choice and Affordability</p>	<p><b>AFFORDABLE SCHOOLS PROJECT</b></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 5 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 following years in terms of support for families under this initiative. This program involves payments on an eligible per capita basis to schools.</p> <p>Funds under this initiative are distributed to eligible schools to ensure affordability and choice for parents. Annual evaluations occur to monitor school enrolment trends and budgets. New schools which meet the criteria are approached to determine whether they are interested in being supported under this initiative.</p>	<ul style="list-style-type: none"> <li>Increased enrolment in schools especially pre-primary and kindergarten</li> <li>Increased retention of existing students</li> <li>Improvement in financial viability of the school and associated resourcing benefits</li> <li>Stronger family involvement</li> <li>Evidence of students transitioning to CEWA secondary school</li> <li>Evidence of high retention rates in schools re health care card support</li> <li>Informed by evaluation in August 2020, possible extension to additional schools</li> </ul>	<ul style="list-style-type: none"> <li>Names of schools: Majella Catholic PS 100; Our Lady of Mercy PS 2701; St Mary's School, Northampton 211; St Joseph's Catholic PS, Pinjarra 176; St Joseph's School, Waroona 193; 3 metro/2 city; all low SES.</li> <li>Effects on enrolment/retentions – enrolments across all 5 schools grew from 1,122 in 2019 to 1,197 in 2020 (2021 = 1,275); these increases are indicative of the success of the program.</li> <li>Planning commenced in 2021 to expand the scheme to include more low SES schools in 2022. Schools with a DMI = 92 or less were selected and some schools accepted the offer to participate in 2022 – these will be included in the 2022 Annual Report.</li> <li>Names and categories of schools receiving contributions to Health Care Card support – all CEWA schools with families on Health Care Cards are entitled to a support. More support per capita is paid to schools with higher proportions of Health Care Card families. 100% of CEWA schools were supported under this initiative and feedback from parents is that HCC support is key in their decision to enrol/remain at the CEWA school.</li> <li>Indications of retention rates as a result of support – 6.5% from 2020 to 2021, even with the financial impacts of COVID-19.</li> <li>Increased enrolments in participating primary schools mostly saw these students transitioning to CEWA secondary schools where one existed, particularly in some country centres; numbers overall are too small to confidently comment on this transition to secondary schools.</li> </ul>



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>A - Choice and Affordability</p>	<p><b>VIRTUAL SCHOOL NETWORK (ViSN)</b>            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. 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. Consequent of the major review during 2020, work was directed at addressing the 19 recommendations across 8 broad areas and this was finalised during 2021.</p> <p>In terms of funding allocations, some funds were directed centrally to support the program organisation. Schools were paid to develop new courses and the overall program the program was supported by school charges according to the number of students involved. Schools who supported a teacher delivering the course were eligible for payment and/or could use this as credit towards students in their school who needed to enrol in another ViSN course. Any CEWA school is eligible to enrol students in a ViSN course.</p> <p>The outcomes and success indicators show this to be a key equity service for many smaller schools. CEWA also sees ViSN playing an important future role in online delivery given the impacts of COVID-19.</p>	<ul style="list-style-type: none"> <li>• Increase number of students participating by 15% per year</li> <li>• Improve breadth of study possibilities for all students involved</li> <li>• Prevent loss of enrolments which might have otherwise occurred due to lack of subject choice</li> <li>• Maintain high standards of achievement for students involved in ViSN</li> <li>• Provide professional learning for at least 70% of teachers involved in ViSN</li> <li>• Increase the range of subjects and resources available, particularly in the languages area</li> <li>• Complete a review of ViSN to examine business models such as establishing ViSN as a discrete school; implement key recommendations as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Number of schools; range of courses – in 2018 -8 teachers delivered 8 courses to 57 students; in 2019 17 teachers delivered 17 courses to 107 students; in 2020 23 teachers delivered 22 courses to 188 students; in 2021 29 teachers delivered 27 courses to 239 students.</li> <li>• Names of schools – Aquinas College 15657; Aranmore Catholic College 12856; Bunbury Catholic College 161; Emmanuel Catholic College 16319; Holy Cross College 27905; Irene McCormack College 15801; John XXIII College 12855; Kearnan College 95; La Salle College 12853; Lumen Christi College 8780; Mandurah Catholic College 13573; Mater Dei College 13609; Mazenod College 105; Mercedes College ; Mercy College 17688; Nagle Catholic College 14537; Our Lady of Mercy College 86588; St Joseph’s School Northam 189 ; St Joseph’s College Albany 2712; St Luke’s College 6831; St Mary’s College 16457; St Mary MacKillop College 13781; St Mary Star of the Sea 206– 12 country schools.</li> <li>• Number of students – total enrolments 187 – 80 Year 11, 107 Year 12. Schools reported that enrolments both provided wider choice for students, but also assisted to preventing students enrolling in another school that might have had wider curriculum choice.</li> <li>• Any other quantitative data re; results, completions – A Student Voice Feedback Survey was held in 2021; Content Delivery – 86% of students indicated they are always or often able to understand what they are required to do in their ViSN lessons. Technology – 77% reported that their teacher always or often used a variety of different technology tools with 88% stating they are always or often confident in how to use the technology tools in their ViSN course; ViSN Teacher – responses were overwhelmingly positive with a vast majority of students indicating that their teachers set clear expectations for their work, gave useful feedback for classwork, assignments and tests and responded to questions in 24 hours. Learner engagement - a small number of students indicated that online studying encourages them to ask more questions than face to face class but the majority reported that it only sometimes or rarely made a difference. Over 80% indicated they are engaged in their ViSN course; Community building – the majority of students responded that they have an opportunity to collaborate with other students with half the students indicating this happened frequently.</li> <li>• Results were generally in line with a student’s non-ViSN courses; about 2 courses had reasonably low achievement levels.</li> <li>• Teachers delivering ViSN courses were provided with extensive professional learning including 6 professional learning sessions and two online meetings – there was 100% attendance.</li> <li>• Report on review of ViSN and planning – during 2021, ViSN consultants, assisted by a reference group, continued to implement the 19 recommendations across 8 broad areas which were digital learning and online delivery; governance and advisory roles; contextualising online learning; marketing; costs/affordability; quality control; relationships between schools and office; and future directions. The possibility of registering ViSN as a discrete school is not being pursued.</li> </ul>



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p><b>CURRICULUM RE-ENGAGEMENT EDUCATION (CARE) SCHOOLS</b></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 6 CARE schools. 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 were also 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. Funds are not centrally distributed. CARE schools in most need and with higher Aboriginal enrolments were prioritised. St Martin de Porres is also recently established, has a smaller number of students and Broome is an area of great need. This project also assists in reaching Closing the Gap targets – education engagement, health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Improved liaison with communities and families</li> <li>• Increased provision of therapeutic support for students</li> <li>• Increased awareness by staff in how to best support students</li> <li>• Increased student engagement</li> <li>• Increased capacity to secure related interagency support</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of 1 x FTE ATAs for St Clare’s 15659 and St Francis’ School 30238 - 0.5FTE each – both these appointments were made at the very end of 2020 due to the uncertainty of COVID-19. Both appointments had a measurable impact in 2021 in supporting the learning and wellbeing of Aboriginal students in each school. It also enabled more individual support.</li> <li>• Appointment of 2 x 0.5FTE youth workers for Clontarf Aboriginal College 5624 in November 2020 and continuing in 2021. These youth workers provided on average an additional 22 – 26 hours per week of pastoral care support to Aboriginal boarders. This included dedicated time on weekends. 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. This was affirmed in a major research project conducted by CEWA involving all boarding houses – in relation to data from Clontarf, feedback from student voice sessions and online surveys, noted a stronger feeling of support, cultural security and safety and belonging. Reported lower levels of stress, loneliness and bullying were highlighted.</li> <li>• Appointment of part FTE social worker and health officer at St Martin de Porres 86701 in Broome – the appointment of a 1.0FTE Youth worker was made late in 2020 with a 1/1/2021 commencement date. During 2021, this person worked closely with students, parents and the wider community. Although enrolments at the school are low, an attendance rate of 83% was achieved, which is very high by Kimberley standards. The youth worker liaised with other schools and relevant agencies in Broome as well as the Transforming Lives Engagement Officer.</li> <li>• All schools are now in an enhanced position to identify specific student needs and to engage with outside agencies including health, community services, not for profit family support and training for work programs.</li> </ul>



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p><b>ST MARY'S FOLLOW THE DREAM PROGRAM</b></p> <p>The Graham Farmer Foundation program provides a range of support services to Aboriginal students to support them with increased college attendance and literacy and numeracy improvement. The program involves access to tutors 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.</p> <p>St Mary's College in Broome made representations for ongoing support for the program. Payments are made to the school largely to cover the costs of tutors and mentors who work with the students.</p> <p>This project also links to Closing the Gap targets particular engagement, retention and potential completion of Year 12 studies.</p>	<ul style="list-style-type: none"> <li>• Increase participation of Aboriginal students in year 11 and 12 programs (Closing the Gap aspiration)</li> <li>• Increase in numbers of students aspiring to tertiary studies</li> <li>• Increase engagement and resilience for Aboriginal students</li> <li>• Provide liaison opportunities with families</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students involved – 31 Aboriginal and Torres Strait Islander students from St Mary's College 16457, Broome.</li> <li>• 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 again provided for 2 - 3 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. Year 12 retention increased slightly, albeit with some students deciding to complete Year 12 boarding in Perth.</li> <li>• 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 slight increases in attendance from the 80% in 2020 to 85% in 2021, engagement and classroom participation increased; self-confidence increased with all participants and rates of homework completion increased. Access to own devices assisted.</li> <li>• 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 for the foreseeable future.</li> <li>• Parents reported increased engagement of their children involved in the program; where necessary, tutors and mentors liaised with families.</li> </ul>





Luurnpa Catholic School, Balgo Hills

PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p><b>LUURNPA SPECIALIST SUPPORT</b></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 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>Funds for this program will be provided to the school to employ the required staff. No centralised funding is retained.</p> <p>Luurnpa was selected after specific needs were identified and following discussions between the principal and Regional Officer in Broome. Balgo is one of the larger remote Kimberley communities and also has two other communities, Mulan and Billiluna, which are nearby, and whose people often visit Balgo.</p> <p>This project also links to Closing the Gap targets particularly in the area of educational engagement, health and wellbeing and wider community building.</p>	<ul style="list-style-type: none"> <li>• Appointment of AP Pastoral Care and support for students</li> <li>• Appointment of 2 youth workers or equivalent in</li> <li>• Increased level of engagement of students in school</li> <li>• Mental health and other issues addressed to the level that is possible; improvements in engagement and attendance</li> <li>• Review and evaluation of the support of the 3 staff; recommendations for future</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of the additional senior staff – a second assistant principal (wellbeing) and two youth work positions have made a significant difference to the educational achievement and management of students at Luurnpa 4239. This in turn has resulted in a far more positive community-school partnership with the wider parent group.</li> <li>• Wellbeing focus areas/broad achievements – as for 2020, 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 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. Overall, the level of teacher knowledge and engagement in these processes increased significantly in 2021; professional learning assisted greatly.</li> <li>• Feedback from community/families/teachers etc – in what continues to be a very difficult community environment, teachers have reported increased commitment and school engagement by nearly all students. Attendance has generally increased across the school compared with 2020, 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. In 2022, a CEWA Transition officer will work with the school, students and families to provide continuous support for students boarding in Perth or Bindoon and returning to Luurnpa on occasions.</li> <li>• An evaluation has determined that these appointments and support work, needs to continue.</li> </ul>



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p><b>ABORIGINAL FAMILIES AS FIRST EDUCATORS (AFaFE)</b></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 engaged a university to conduct a formal review in 2022. 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. A key focus of the program in 2021 onwards is the engagement of parents to schooling in the broadest sense, helping to increase their engagement in the education process; this will have impacts on engagement of their older children at school.</p> <p>This project also links to Closing the Gap targets particularly discussions with the families around education, early years learning, wellbeing of students, including health and nutrition.</p> <p>Funds for this project are directed centrally to employ a coordinator and to schools to support training and delivery costs. The schools involved are those that have requested support and include metropolitan and regional schools.</p>	<ul style="list-style-type: none"> <li>• At least 13 schools to be involved</li> <li>• All staff involved to be appropriately trained in program methodology</li> <li>• Maximise involvement of Aboriginal families to at least 80%</li> <li>• Increase participation and engagement of these families in Kindergarten, pre-primary and year one onwards at that school</li> <li>• Increase learning and socio-emotional outcomes for children</li> <li>• Evaluate program by November 2020; make decisions for 2021 and act on these where appropriate</li> <li>• Increase family engagement and knowledge in education in subsequent years of schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Names of schools (2021) – Christ the King, Djarindjin, Lombadina 16459; Kururrungku Education Centre, Billiluna 16461; St Joseph’s School, Wyndham 194; Warlawurru Catholic School, Redhill 8787; St Joseph’s College, Albany 2712; St John Bosco College 30059; Assumption Catholic School 2757; Xavier Catholic School 163; St Joseph’s School, Waroona 193; St Michael’s School, Brunswick 214; St Joseph’s School, Boulder 182; St Mary’s College, Broome 16457; St Joseph’s Kununurra 175</li> </ul> <p>Three schools from 2020 did not have sufficient numbers and will offer a less formal program to connect with parents.</p> <ul style="list-style-type: none"> <li>• Demographics of schools – Schools are a combination of country and metropolitan schools and all are low ICSEA, particularly Kimberley schools. Aboriginal cohort is 99%</li> <li>• Number of staff trained; type of training – Due to COVID-19 training was limited but not as much as in 2020. Face to face and online training sessions were delivered to all schools. 60 people were trained in 3A Practitioner; 26 attended the AFaFE network days; there was a focus on developing iPad skills to support the creation of customise resources that include local languages.</li> <li>• Number of children and families</li> </ul> <p>In terms of adults attending – Term 1 = 190, Term 2 = 321, Term 3 = 276, Term 4 = 330.</p> <p>In terms of children attending – Term 1 = 202, Term 2 = 307, Term 3 = 315, Term 4 = 371</p> <p>There continued to be a strong focus on the transition to kindy and pre-primary. CEWA is a member of the cross-sectoral group Enhanced Transition to Schools (ETTS) which provides consistency of information to families, given the mobility of many families.</p> <ul style="list-style-type: none"> <li>• Qualitative feedback from schools and families – There was engagement from nearly 90% of families; attendance was over 85%; 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. As reported above, notwithstanding the high mobility and transience of many families, transition to formal schooling was enhanced.</li> <li>• Ongoing Review and Planning – In late 2021, The University of Notre Dame Australia was engaged to undertake a full review of AFaFE – this will be reflected in the 2022 Annual Report.</li> </ul>





PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p><b>ABORIGINAL TEACHER ASSISTANT (ATA) UP SKILLING PROGRAM</b></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>The project focusses on Kimberley schools, where ATAs play an important role. Aranmore Catholic College in Perth was also supported due to the cluster of Aboriginal students enrolled.</p> <p>This project also links to Closing the Gap targets. ATAs play an important role in the education process as well as community liaison to address engagement and attendance.</p>	<ul style="list-style-type: none"> <li>• At least 20 ATAs enrolled in Certificate III or higher with UNDA</li> <li>• At least 75% have good standing at the end of the year – still enrolled and either completed or nearly completed their studies</li> <li>• CEWA consultant supports ATAs along with a school-based mentor; partnership enhanced</li> <li>• Higher levels of engagement and proficiency of ATAs in classroom support</li> </ul>	<ul style="list-style-type: none"> <li>• Names of schools involved - St Joseph's, Kununurra 175; Ngalangangpum School, Warmun 16462; Christ the King, Djarindjin Lombadina 16459; St Marys Broome 16457; Aranmore Catholic College 12856; Kururungku Education Centre 16461; - schools in Beagle Bay, Wyndham and Derby now have all their ATAs qualified which is a measure of the program's success.</li> <li>• Number of ATAs involved and credentials completed – 22 ATAs working towards a credential of Certificate III or IV in Education Support; 4 ATAs were withdrawn. 3 fully graduated with a Certificate III and 5 with a Certificate IV. ATAs remain enrolled unless they take extended leave or cease employment. The 4 who were withdrawn either did not recommit to their study or ceased employment at the school. A continuous enrolment policy applies after the new ATA has been employed for a minimum of 6 months.</li> <li>• 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 were either experienced ATAs who had completed the credential or a teacher. ATAs reported positively about the program.</li> <li>• Feedback from UNDA trainers – trainers delivered the course with a weekly TEAMS online session to each school cohort. The use of TEAMS and support and training has been useful. The TEAMS session is combined with at least one visit per term to schools. And one full week study block each semester on campus in Broome. There has been positive trends in student learning as a result of ATA support.</li> <li>• Classroom support by ATAs was noticeable, particularly in the area of raising the digital literacy of students – now that devices are in all Kimberley schools.</li> </ul>



Christ the King Catholic School,  
Djarindjin Lombadina



Sacred Heart College,  
Beagle Bay



Kururungku Catholic Education  
Centre, Billiluna Station



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p><b>MENTOR SUPPORT RURAL AND REMOTE</b> 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 a number of experienced principal mentors on a per day basis 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 are directed to the engagement of a mentor/s plus professional learning and travel costs. No funds are sent to schools. Schools that are supported change according to ongoing need which varies according to the experience of the principal and the type of school involved.</p>	<ul style="list-style-type: none"> <li>• Raise levels of proficiency of principals and leadership teams</li> <li>• Assist ECTs in collaboration with the CEWA ECT program</li> <li>• Generally assist in the whole school improvement process, indicated by improved student outcomes</li> <li>• Assist in improving the health and wellbeing of leaders and staff in rural and remote schools</li> </ul>	<ul style="list-style-type: none"> <li>• Successful engagement of part time mentor – the program changed slightly in 2021 with the use of a number of part time mentors appointed specifically to assist newly appointed principals in rural and remote schools; this is additional to the ongoing work of Regional Officers; 14 newly appointed Principals were supported mainly through online support with school visits increasing compared with 2020. There continued to be a holistic focus which included an understanding of mentoring, mental health first aid and non-therapeutic counselling. Cultural security programs were also provided. The aims of the support were well received and anecdotal feedback indicated improvements had occurred in self-direction and motivation; embedding of life experiences to facilitate learning; practical learning experiences; and personal and professional goal setting and growth. For regional school principals, 2021 saw a pleasing focus on community building which is critical in smaller regional and particularly, remote school communities.</li> <li>• 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, was that there was significant personal development occurring, especially in confidence and team building.</li> <li>• Evidence of school improvement – as for 2020, 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.</li> <li>• A separate program focussing on the provision of mentoring and support for Early Career Teachers was offered and is no longer the remit of this project.</li> </ul>



*Birlirr Ngawiyiwu Catholic School,  
Ringer Soak / Yaruman*



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</p>	<p><b>KIMBERLEY IT SUPPORT</b></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.</p> <p>This project is important in establishing greater equity for these schools and their students compared with their metropolitan counterparts. 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>As stated above, the rationale for school selection was the specific needs of this region. Discussions occurred between the school principals and the digital transformation team at the CEWA central office.</p> <p>The outcomes of this project will address existing equity issues and address Closing the Gap targets, particularly educational engagement. The scaling up on online learning capacity also addresses issues associated with COVID-19 and creates flexibility into the future.</p>	<ul style="list-style-type: none"> <li>• Standardise hardware in Kimberley schools to allow for easier training and support</li> <li>• Improve and establish a more sustainable network as a basis for more learning</li> <li>• Establish a more frequent and consistent in situ support service to schools</li> <li>• Improve learning outcomes for students and access to professional learning for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Names of schools involved; geolocation, student and staff numbers – St Mary's College Broome 16457, 52 staff, 756 students; St Joseph's School Kununurra 175, 12 staff, 161 students; Luurnpa Catholic School 4239, 11 staff, 129 students; Holy Rosary School Derby 2154, 10 staff, 121 students; St Joseph's School Wyndham 194, 5 staff, 71 students; Ngalangangpum School Warmun 16462, 9 staff, 64 students; Christ the King Catholic School, Lombadina 16459, 8 staff, 63 students; Sacred Heart School Beagle Bay 16460, 10 staff, 60 students; Warlawurra Catholic School 8787, 5 staff, 57 students; Kururrungku Catholic Education Centre Billiuna 16461, 5 staff, 50 students; Birlirr Ngawiyiwu Catholic School Ringer Soak 5625, 3 staff 30 students; John Pujajangka-Piyirn School Mulan 16458, 3 staff, 29 students; St Martin de Porres School Broome 86701, 5 staff, 9 students</li> <li>• 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 in 2020/26 extra 2021.</li> <li>• 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 2.0FTE support in 2021; visits to schools planned twice per term and most of these occurred in 2021; CAF funding now means there is an appropriate level of agile IT support for schools and staff, especially given the relative inexperience of many staff. The feedback from schools was that the balance of support from school visits and remotely from the Broome and Leederville offices, worked very well.</li> <li>• Qualitative feedback on efficiency of IT processes and outcomes in schools – see below. Teachers, ATAs and TEOs increased their capacity to integrate the IT into classroom learning, at all levels of schooling. It also enabled students and teachers to access more resources and interact with students from other schools to share learning experiences.</li> <li>• Tangible evidence of improvement in student outcomes – student now all have access to a device at school as well as enhanced connectivity. Their capacity to access more online learning programs has increased. Teachers report higher levels of engagement as Students' confidence grows. One tangible outcome is that in 2021, 100% of CEWA schools completed NAPLAN online – including Kimberley schools. As more longitudinal achievement data becomes available, it will be included in future reports.</li> <li>• Evidence of staff engagement and increasing expertise – principals and staff reported increasing levels of IT expertise from staff at all levels. TLEOs – see project above – were also upskilled and encouraged to support students and develop data bases. Similarly, the ATA Up Skilling program was delivered mainly remotely on TEAMS, allowing ATAs to become more skilled in supporting student learning.</li> </ul>



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>E – Student wellbeing and support</p>	<p><b>STUDENT WELLBEING</b></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. As part of the rollout and implementation of the wellbeing framework, professional learning was provided to schools in a variety of modes – in schools; centralised meetings; and online.</p>	<ul style="list-style-type: none"> <li>Wellbeing framework developed early 2020</li> <li>3 consultants appointed early 2020</li> <li>Resource development for schools, students and parents commences</li> <li>Partnerships with outside organisations established</li> <li>Professional learning delivered to schools</li> <li>Liaison with other CEWA teams has occurred; roles clarified</li> <li>Evaluation of the new team completed by December 2020; directions for 2021 set</li> <li>Professional learning opportunities and resources developed, particularly online</li> <li>Team works effectively with teachers and key staff in schools</li> </ul>	<ul style="list-style-type: none"> <li>Completion of wellbeing framework – The Wellbeing Framework was successfully completed by mid-2021 and widely promoted to teams and directorates in all CEWA offices as well as schools at leadership forums and other school leadership meetings.</li> <li>Three new Wellbeing consultants were appointed – commenced work at beginning of 2021 school year – two consultants provided coaching and consultation to leaders of wellbeing in schools. 189 individuals received coaching and consultation in 2021 – those supported included locations in Karratha, Kimberley schools, Boulder and Kalgoorlie, Bunbury region and Perth. One further consultant focussed on the wellbeing of school leaders. This role involved 244 engagements with CEWA leaders. Further training was provided in relation to principal wellbeing for beginning principals with mentor training implemented.</li> <li>Details of services to schools involved; number; - all CEWA consultants worked closely with schools and 240 sessions/visits of professional learning online and face to face sessions was provided to 2,612 participants across all schools and dioceses. This was additional to school contacts and one on one support. Some online services and resources to schools included those commenced in 2020 and continued/reinforced in 2021 -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.</li> <li>Child safety team now under the oversight of Child Wellbeing team to streamline services - this occurred late in 2020 and during 2021 there was a synthesis of roles and services.</li> <li>Details of students – numbers; types of support – not available – liaison primarily with school staff; direct interventions and visits only made in crisis situations.</li> <li>Details of resources developed – a number of online resources were curated and developed, specifically to support the emerging Wellbeing framework – specifically, these included DIY materials for school-based wellbeing leaders; a leading wellbeing handbook; wellbeing team operational guideline; and resources, posters and videos.</li> <li>Partnerships with other key organisations strengthened in 2021 – e.g. Berry Street; University of Missouri; University of Melbourne; SAMHRI; Microsoft.</li> <li>Evaluation strategy and reports – there was extensive consultation regarding the wellbeing framework – this was overwhelmingly positive; feedback from schools indicated it would be an action document and a strong focus for school development.</li> <li>The Principal Wellbeing measure was developed and was a key support document and framework for the central consultant involved in this area – see above.</li> <li>A system student wellbeing measure was being developed in 2021 in collaboration with the University of Melbourne, with piloting to occur in 2022.</li> </ul>



Luurnpa Catholic School, Balgo Hills

PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
<p>E – Student wellbeing and support</p>	<p><b>TRANSFORMING LIVES ENGAGEMENT OFFICERS (TLEO)</b></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 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 a previous project.</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 to pay the salary of the TLEO/s.</p> <p>This project also links to Closing the Gap targets, particularly in regard to engagement, attendance, health, wellbeing and community building.</p>	<ul style="list-style-type: none"> <li>• 10 -11 FTE TLEOs appointed by schools</li> <li>• Focus on community liaison with school families and others</li> <li>• Assist in increasing school engagement and particularly attendance, ideally approaching or exceeding the 90% threshold</li> <li>• Assist in developing personalised learning plans</li> <li>• TLEOs also supported by CEWA regional office in Broome</li> <li>• Develop greater connections with community agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Names of schools; locations – Christ the King CS, Dajarindjin Lombadina 77; Birlirr Ngawiyiwu CS, Yaruman 5625; Holy Rosary School, Derby 2154; John Pujajangka-Piyirn School, Lake Gregory 16458; Kururrungku Catholic Ed Centre, Billiluna 16461; Luurnpa CS, Balgo Hills 4239; Ngalangangpum Community School, Warmun 16462; Sacred Heart School, Beagle Bay 16460; St Joseph’s School, Kununurra 175; St Joseph’s School, Wyndham 194; St Martin de Porres School, Broome 86701; St Mary’s College, Broome 16457; Warlawurru Catholic School, Red Hill 8787</li> </ul> <p>Number of TLEOs supported – Total of 14 – 2 x FTE at St Mary’s, Broome and part FTEs to the other schools.</p> <ul style="list-style-type: none"> <li>• Qualitative and quantitative data re; roles and support by TLEOs – feedback from schools</li> </ul> <p>TLEOs performed a variety of roles depending on the community needs -liaison with parents; support for attendance; learning support with ATAs etc.</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 as shown in the following data.</p> <p>Some direct feedback includes, <i>‘We have increased attendance this term by making recognition of attendance highly visible in the school and in the community store, noticeboards ad the clinic’</i> (John Pujajangka-Piyirn School, Mulan).</p> <p><i>‘TLEO officer assisted with incorporating indigenous knowledge into the kindy program; our enrolments have now increased dramatically in early years; we started the year with 6 four year old students and now have 20. Of these 47% are indigenous which is consistent with the wider population’</i> (Holy Rosary School, Derby).</p> <ul style="list-style-type: none"> <li>• Number of families connected with project – Overall, the number of families connected with across the Broome diocese was 1,188.</li> </ul>



PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS																																													
			<ul style="list-style-type: none"> <li>Data on student attendance rates               <table border="1" data-bbox="1348 225 2123 820"> <thead> <tr> <th>SCHOOL</th> <th>SEMESTER 1</th> <th>TERM 3</th> </tr> </thead> <tbody> <tr><td>Birlirr Ngawiyiwu</td><td>91%</td><td>76%</td></tr> <tr><td>Christ the King, Lombadina</td><td>62%</td><td>57%</td></tr> <tr><td>Holy Rosary, Derby</td><td>77%</td><td>72%</td></tr> <tr><td>John Pujajangka-Piyirn</td><td>80%</td><td>67%</td></tr> <tr><td>Kururrungku Ed Centre</td><td>53%</td><td>42%</td></tr> <tr><td>Luurnpa, Balgo</td><td>61%</td><td>64%</td></tr> <tr><td>Ngaangangpum, Warmun</td><td>56%</td><td>45%</td></tr> <tr><td>Sacred Heart, Beagle Bay</td><td>50%</td><td>52%</td></tr> <tr><td>St Joseph's, Kununurra</td><td>78%</td><td>75%</td></tr> <tr><td>St Joseph's, Wyndham</td><td>74%</td><td>76%</td></tr> <tr><td>St Martin de Porres</td><td>83%</td><td>72%</td></tr> <tr><td>St Mary's, Broome (Primary)</td><td>82%</td><td>79%</td></tr> <tr><td>St Mary's, Broome (Secondary)</td><td>70%</td><td>63%</td></tr> <tr><td>Warlawurru, Red Hill</td><td>46%</td><td>39%</td></tr> </tbody> </table> <p>Overall, while these rates are lower than non-indigenous schools, they are considered to be appropriate, especially with the impact of COVID-19.</p> </li> <li>Number of personalised learning plans developed and effectiveness – No personalised learning plans (PLPs) have been recorded to have been developed, with research inconclusive regarding their impact; the focus has been to upskill TLEOs and ATA with digital skills to assist with creating student profiles and continuing to build relationships between students, teachers and families.</li> <li>Qualitative feedback on community development – A typical comment, Kururrungku Education Centre, Billiluna <i>'We feel rewarded to see many of our secondary school students head off the further schooling throughout WA and NT'</i>.</li> </ul>	SCHOOL	SEMESTER 1	TERM 3	Birlirr Ngawiyiwu	91%	76%	Christ the King, Lombadina	62%	57%	Holy Rosary, Derby	77%	72%	John Pujajangka-Piyirn	80%	67%	Kururrungku Ed Centre	53%	42%	Luurnpa, Balgo	61%	64%	Ngaangangpum, Warmun	56%	45%	Sacred Heart, Beagle Bay	50%	52%	St Joseph's, Kununurra	78%	75%	St Joseph's, Wyndham	74%	76%	St Martin de Porres	83%	72%	St Mary's, Broome (Primary)	82%	79%	St Mary's, Broome (Secondary)	70%	63%	Warlawurru, Red Hill	46%	39%
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PRIORITY	ACTIVITY DESCRIPTION	OUTCOMES	INDICATORS OF SUCCESS
E – Student wellbeing and support	<p><b>CHILD SAFETY PROGRAM</b></p> <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 the project above. Both teams are now within the same directorate 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. All schools will be eligible to access resources and professional learning.</p>	<ul style="list-style-type: none"> <li>• Increased capacity to support schools – teachers, students and parents</li> <li>• Greater liaison with other CEWA teams such as school psychology; wellbeing; and School Improvement Advisors</li> <li>• Development of resources for parents</li> <li>• Development of other online resources for schools</li> </ul>	<p>As mentioned under project 10 above, there was a closer association and integration of the work of the Wellbeing Team and the Child Safety Team which has been useful for schools and ensures informed overlap but no duplication. This increased service delivery to schools and in an integrated way.</p> <ul style="list-style-type: none"> <li>• Details of training provided and resources produced – new Child Protection Procedures and Mandatory Reporting (CPPMR) online training package and assessment developed which was mandatory for all staff, governing body members, regular contractors and volunteers; this went live on 3 Dec 2021 and since then, 6,318 participants have completed training. In addition, a partnership was formed with SimLab for online simulated training especially for early career teachers – these allowed participants to identify risks and to practise skills in responding to a disclosure both in a group setting and one on one. It was delivered to 196 individual sessions with feedback overwhelmingly positives and expressions of wider availability, not just early career teachers.</li> <li>• Details of resources produced – a Training and Development Officer was recruited towards the end of 2021 to create resources to support teachers to implement the Keeping Safe Child Protection Curriculum more effectively. Resource production commenced initially for years 3 to 6 followed by targeted secondary resources; significant resource development will occur in 2022. Further resource and professional learning development will occur through a partnership with the University of South Australia regarding teacher knowledge and experience in dealing with harmful sexual behaviour in students. This will be part of a wider project to develop nationally consistent resources for teachers responding to harmful sexual behaviours in students.</li> </ul>

Majella Catholic Primary School, Balga



Bunbury Catholic College, Bunbury



Warlawurru Catholic School, Red Hill / Halls Creek





## Key Stakeholders

The following information was provided in the 2022–2025 Work Plan which has been approved. These processes have been in place since the commencement of the CAF, including well before that and apply to stakeholder engagement in 2021.

As outlined earlier, the approach adopted by CEWA has largely involved centrally organised activities and support which reflect system priorities as outlined in Strategic Directions 2019–23 and the system improvement framework Quality Catholic Education. An extensive consultation process has underpinned these plans and schools reflect the priorities in their individual strategic plans. CEWA is also aware, through the liaison processes in the table below, that many schools will have nuances and local variations to meet the needs of their communities. Individual projects have been approved to support these needs.

It also needs to be recognised that funding allocation processes used by CEWA, other than CAF, also address school demand. These include, but are not limited to; fee top ups; Health Care Card initiatives; regional support and size loadings; cross subsidisation and co-responsibility arrangements; support for students with disability; psychology support services; loadings and additional support for Kimberley and remote schools; loadings for schools with higher Aboriginal and CALD cohorts etc. As part of the CAF allocative processes and development of projects, existing central support is a consideration to maintain equity and sustainability. Schools accept this.

CEWA, as part of its governance structure, has a number of standing committees across areas such as finance, audit and risk, curriculum, Aboriginal education, and community with school and parental representation. While matters relating directly to CAF projects are not necessarily considered by these standing committees, policy and strategic directions are developed and agreed to; these influence CAF project development and allocations. All of these standing committees have school representation.

The Executive Director and Deputy Executive Director meet regularly over the year with key principal associations – Catholic Secondary Principals' Association; Catholic Primary Principals' Association; Catholic Secondary Deputy Principals' Association; Catholic Assistant Principals' Association.

School Improvement Advisors (SIA) and Regional Officers (RO) visit and support a given cluster of schools on all matters concerning school improvement. The SIA and RO liaise with Directors and consultants in the CEWA central office, especially those responsible for CAF projects, and are able to discuss emerging needs of schools. This can lead to additional schools being added to the school-targeted CAF projects. This liaison can also lead to contextual changes to school support.

An example of school representation in action is the ongoing work with schools regarding emerging patterns of impact regarding the DMI funding model. This workplan foreshadows a substantial allocation of direct funding support in 2024, and a large proportion of annual funding thereafter. Affected schools will be involved at all stages.

Examples of good practice in schools is shared amongst schools through principal and deputy principal networks primary and secondary, central consultants, SIAs and ROs. This includes centrally organised showcases, professional learning; school networks and discussions when consultants visit schools.

As an improvement driven organisation, CEWA conducts externally administered evaluations. In 2021, a university research team will be evaluating AFaFE; TLEO; and ATAs; part of this research evaluation will include direct feedback from school staff and this will assist in modifying CAF – and other programs – where appropriate.

While there is limited liaison across education systems, many of CEWA's projects and priorities are reflected in the current Bilateral Agreement and also address key national stakeholder priorities in 'Closing the Gap'; Alice Springs Declaration; and Ministers' Meeting agenda/action items.





STAKEHOLDER & INTEREST / IMPACT	ENGAGEMENT STRATEGY
<p>School principals and leadership teams, typically deputy principals, business managers</p>	<p>Projects largely reflect existing system priorities, those that are relatively common to schools and those in the CEWA Strategic Directions 2019–23 and Quality Catholic Schooling. The following processes are in place to communicate and liaise:</p> <ul style="list-style-type: none"> <li>• Two monthly meetings are held with the principal associations, primary and secondary.</li> <li>• CEWA staff attend and present at leadership associations professional learning days.</li> <li>• Principal associations propose ideas to CEWA Executive</li> <li>• CEWA Strategic Directions and the Quality Catholic Education school improvement framework went through an intensive consultation process ensuring that system priorities are universally agreed – school leadership teams and teachers.</li> <li>• Two leadership forums are held each year involving about 500 participants each; strategic plans and system priorities are discussed.</li> <li>• CEWA Consultants deliver PL in schools, often at whole school activities, shared understandings of strategic priorities.</li> <li>• SIAs and ROs liaise regularly with school leadership teams to develop shared understandings and gather feedback.</li> <li>• School leadership teams develop school strategic plans which align with system strategic initiatives</li> <li>• Where some degree of certainty about schools to be involved exists, communication with schools and planning occurs as early as possible to support budgeting and planning</li> <li>• Working Groups exist in relation to a number of projects e.g., ViSN; Wellbeing Framework; school funding and these include school leadership groups, Cultural Security Project has significant school leadership representation</li> <li>• In the case of CARE school support, funds were provided to explicitly reflect the request of principals In the case of Transition Assistance, planning groups will include school leadership.</li> </ul>
<p>Families and Students</p>	<p>In those projects which are more student or family facing, the nature of the program is informed by feedback from these groups. This has involved formal and informal liaison and examples are ViSN, Wellbeing Framework (including the voice of the child) AFAFE, ATA Upskilling.</p>
<p>Expert community representatives including parents; cultural groups; tertiary institutions; business people; regional representation.</p>	<p>CEWA's governance mode includes a peak group – Catholic Education Commission of WA as well Standing Committees in areas of Aboriginal education, community engagement; finance and risk; education; religious education. These consist of wide representation including outside the system and while they do not specifically address CAF projects, they are responsible for policy and strategic settings which provide the system framework for school improvement – which is the fundamental aim of CAF.</p> <p>External research provides feedback from stakeholders.</p>

## Variations from Agreement / Work Plan

There have been no significant variations to the qualitative aspects of projects.

Where there have been variations in funding, these have been addressed in those tables.



**CATHOLIC  
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