



# Annual Report



2018





## Our Community

Catholic Education Western Australia is the second largest education provider in the State with approximately 76,000 students and 12,000 staff across 162 schools and colleges. We provide affordable and accessible education. Our schools encourage students to think independently, collaborate, and develop skills and knowledge to prepare them for our ever-changing world.

### Excellence in education

Catholic schools are centres of academic excellence; our schools and colleges enable students to gain confidence in their abilities, secure in faith and guided by Gospel values.

### Focus on affordability

Catholic schools offer financial support to those in need through sibling discounts, scholarships and reduced rates for families on Health Care Cards.

### Grow, belong and be safe

Our schools are inclusive and supportive learning environments. We welcome students from diverse cultural and social backgrounds.

### Diversity in learning

Catholic schools promote education for all, celebrating the diversity and achievements of every student and their unique skills.





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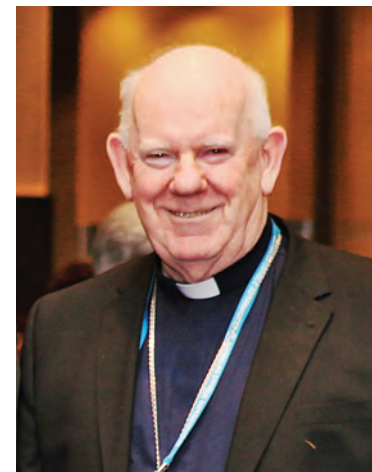


# Catholic Education Commission of Western Australia









# To the Bishops of Western Australia

Dear Brother Bishops,

It is my pleasure to present the 2018 Annual Report of the Catholic Education Commission of Western Australia (CECWA) and Catholic Education Western Australia (CEWA) for your consideration.

CECWA is responsible for assisting the Bishops of Western Australia in fostering the continuous development and improvement of Catholic schools. In accordance with the Bishops' Mandate, and together with CEWA and our school leaders, we respond to God's call to serve our diverse communities.

A significant milestone for CECWA in 2018 was the endorsement of *Strategic Directions 2019-2021* outlining four key directions for the Catholic education system in WA: inspiring Christ-centred leaders; providing schools of excellence; creating pastoral communities; and delivering an affordable, accessible and sustainable system of schools. These priorities are the result of an extensive research and consultation process involving key Catholic education stakeholders as well as countless students, parents, staff and religious ministers. I thank them all for their commitment and participation in this vitally important process.

Guided by *Strategic Directions 2019-2021*, CEWA continuously assesses and develops programs which are instrumental in how our schools and colleges meet the diverse learning needs of our students, whilst supporting their moral and spiritual growth. These difference-making projects, such as the *Transforming Lives: Strategy 2025*, which is empowering Catholic schools to improve education for Aboriginal children and young people, strengthen the fabric of our communities.

The impact of our staff, both teaching and non-teaching, on the students in our schools and colleges is undeniable and I thank all who support the mission of our Catholic schools. I commend CEWA Executive Director Dr Debra Sayce for her leadership, along with all members of the CEWA Executive Team for their dedication and service. Finally, I thank CECWA and its committee members for their guidance and support throughout the year.

This report is a reflection of the way in which we strive to our calling – to support every child in preparing for an ever-changing world, secure in faith and guided by Gospel values. I look forward to 2019 and the increasing importance our schools and colleges play in the ongoing life of the Church.

**The Most Reverend Gerard J Holohan DD**  
Chair, Catholic Education Commission of Western Australia

# Commission Membership

The Bishops of Western Australia are responsible for fostering the continuous development and improvement of Catholic schools in Western Australia. The Catholic Education Commission of Western Australia (CECWA) was established as a body mandated by the Bishops to set State-wide policies for Catholic schools and assist each Bishop in overseeing Catholic schools within their own diocese.

At the end of 2018, membership of the Catholic Education Commission of Western Australia consisted of:

- Bishop Gerard J Holohan DD  
Chair
- Dr Debra Sayce  
Deputy Chair
- Dr Graeme Gower  
Chair, Aboriginal Community Committee
- Mr Wojciech Grzech  
Chair, Audit and Risk Committee
- Professor Glenda Scully  
Chair, Finance Committee
- Professor Joan Squelch  
Chair, Curriculum Committee
- Ms Mary Woodford  
Chair, Catholic Education Committee
- Mrs Helen Anderson
- Mr Ivan Banks
- Sr Marion Beard IBVM
- Mr Joseph Hoyne
- Dr Christopher Hackett
- Mrs Helen O'Toole
- Br Kevin Paull CFC
- Mr Paul Rafferty
- Bishop Donald G Sproxton DD VG



CECWA Members - December 2018

## Committees

CECWA has five committees convened to assist in its governance work:

ABORIGINAL  
COMMUNITY  
COMMITTEE

AUDIT AND RISK  
COMMITTEE

CATHOLIC  
EDUCATION  
COMMUNITY  
COMMITTEE

CURRICULUM  
COMMITTEE

FINANCE  
COMMITTEE

*The Standing Orders for Committees of the Catholic Education Commission of Western Australia* contain information relevant for all committees. Each committee is tasked with overseeing, monitoring and providing strategic system and policy direction across its focus areas, in accordance with the priorities of CECWA.



# Key CECWA Resolutions in 2018

## Policy

- Endorsed the *Strategic Directions 2019-2021* including Vision and Guiding Principles
- Approved the development of a pilot Memorandum of Understanding with Edmund Rice Education Australia
- Approved a co-responsibility item in the Federal Funding Allocation Model to support the fee reduction program in seven schools with some of the lowest Socio-Economic Status in the system
- Approved the *Catholic Identity Policy* statement
- Approved the development and delivery of a new policy framework for 2019 that serves the contemporary Catholic, regulatory and operational demands on Diocesan and non-Diocesan schools through a new suite of policy statements. This includes resourcing for the internal registration process through 2019 to satisfy the Department of Education Compliance Report
- Endorsed the 2019 Federal Election Engagement Planning paper



## Funding

- Approved the establishment of a Curriculum and Re-Engagement (CARE) campus of the Geraldton Flexible Learning Centre in Carnarvon to commence in Term 2, 2019
- Approved a range of recommendations presented by the Capital and Debt Sustainability Working Party
- Under the Federal Funding Allocation Model, endorsed the appointment of up to 10 accountants to provide financial accounting, audit and financial reporting expertise to schools for a period of two years as they transition from cash to accrual-based accounting as a new co-responsibility item
- Agreed a minimum three percent increase of Australian Government Recurrent Funding for all schools
- Approved enrolment extensions for:
  - St Mary MacKillop College, Busselton
  - Mandurah Catholic College, Mandurah
  - St Mary Star of the Sea Catholic School, Carnarvon
- Approved capital development plans for the ongoing improvement of:
  - St Lawrence Primary School, Balcatta
  - Sacred Heart Primary School, Highgate
  - St Kieran Catholic Primary School, Tuart Hill
  - Salvado Catholic College, Byford
  - St Munchin's Catholic School, Gosnells
  - St Joseph's School, Northam
  - Infant Jesus School, Morley
  - St Mary Star of the Sea, Carnarvon



# Strategic Directions 2019 – 2021

In October 2018, CECWA endorsed *Strategic Directions 2019-2021* which sets out the vision for Catholic Education Western Australia and provides clarity of purpose, governance and support. It is based on CECWA's six guiding principles drawn from the Mandate of the Bishops of Western Australia.

CECWA has committed to actively lead, support and monitor the progress that is made against each of the priorities over the next three years.

1

## Inspiring Christ-centred Leaders

- a Contemporary models of Gospel leadership that are inclusive, flexible and responsive to the increasing requirements of church, governments and society
- b Shared leadership and governance practices that embrace Catholic Social Teaching principles emphasising common good, participation, subsidiarity and co-responsibility
- c Inclusive leadership formation and development reflecting the commitment and diverse talents of staff, students, parents and community members

2

## Catholic Schools of Excellence

- a Effective communities developing students as whole Christian persons
- b Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach
- c Shared understanding and commitment to a Catholic *Vision for Learning* across all schools
- d Commitment to providing high quality Religious Education

3

## Catholic Pastoral Communities

- a Inclusive communities welcoming and supporting students with diverse learning and social needs
- b Shared understanding and commitment to the *Transforming Lives: Strategy 2025*
- c Open processes for conversation and engagement with all members of CEWA communities and their local church
- d Services to enhance the safety and wellbeing of students and staff across all contexts

4

## Accessible, Affordable and Sustainable System of Schools

- a Initiatives ensuring the accessibility, affordability, sustainability and growth of schools
- b Transparent and inclusive processes for distributing resources that build equity and co-responsibility across all schools
- c Responsiveness to the diverse needs of students

# Catholic Education Western Australia







# Executive Director's Letter

Looking back on the achievements of Catholic Education Western Australia over 2018, we can be proud of the great impact our efforts are having on the lives of students and the broader communities we serve across Western Australia.

The 2018 Annual Report highlights key initiatives that demonstrate how our Catholic education system in WA is responding to the current and future needs of our schools, parents and students. The introduction of CEWA's Child Safe Framework is guiding all to work together to sustain a child safe culture based on latest research and recommendations. Furthermore, by prioritising 21st century learning environments and creating a responsive digital infrastructure, we are equipping all Catholic schools in WA with the knowledge and technology needed to support students to reach their potential.

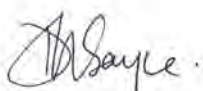
Considering the financial pressures many WA families find themselves in, offering an affordable Catholic education to our community continues to be of paramount importance. Our Low Fee pilot project launched late in 2018 aims to reduce the burden of fees for parents in communities with high financial needs, overcoming financial obstacles and ensuring we continue to offer quality education based on the diverse needs of our students. The Federal and State Governments' commitment to better target funding for Australia's low-fee schools has also been warmly received. This is a great step forward in ensuring our communities can access affordable and quality Christ-centred education.

I extend thanks to our community for supporting the Catholic Education Commission of Western Australia with the development of *Strategic Directions 2019-2021*. In considering the changing social, ecclesial and educational landscape in which we operate, CECWA's Strategic Directions will serve to guide all in our schools and offices as we continue to offer engaging and Christ-centred learning to all families who seek a Catholic education.

“Growth in holiness is a journey in community, side by side with others”

Pope Francis, *Gaudete Et Exsultate*

As we reflect upon our work in 2018, we are reminded that our calling is to support every child and young person to prepare for the dynamic world in which we live. This remains central to the remarkable achievements and progress taking place in our schools and I acknowledge all in our community for your commitment to this mission.



**Dr Debra Sayce**  
Executive Director  
Catholic Education Western Australia

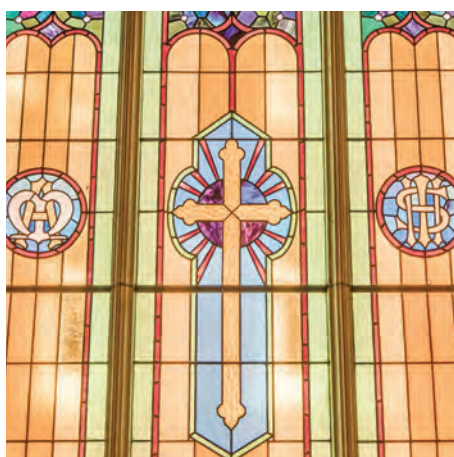




## Executive Team 2018

Catholic Education Western Australia's Executive Team lead an administrative staff that connect CECWA to schools, providing support and development services to educators and families. CEWA administrative staff and consultants work from the Catholic Education Centre in Leederville, and regional offices in the Dioceses of Broome, Bunbury and Geraldton, with a number of student services consultants based at school offices across the Perth metropolitan area.

During 2018, Dr Debra Sayce served as Acting Executive Director prior to the Bishops of Western Australia announcing her appointment as Executive Director, effective 1 January 2019. Peter Yensch was appointed to the position of Deputy Executive Director and Director Catholic Identity at the start of the 2018 school year. Eileen Climo replaced Gabrielle Doyle in the role of Director Teaching and Learning.



**Dr Debra Sayce**

*Executive Director*



**Peter Yensch**

*Deputy Executive Director  
Director Catholic Identity*



**Eileen Climo**

*Director Teaching and  
Learning*



**Dr Tony Curry**

*Director Leadership and  
Employee Services*



**Gerry Doyle**

*Director Finance, Planning  
and School Resources*



**Dr Edward Simons**

*Director Governance,  
Strategy and Digital  
Technology*

*CEWA's Executive Team as at December 2018*

# Our Impact 2018

Year 12 students who achieved WACE

95.7% 91.6%

CEWA

All WA

CEWA schools represented  
**30%**  
of the first 50 schools in WACE achievement

**2,042**

Year 12 students completed  
**Certificate II**  
or higher since year 10

Year 12 Graduation

## WACE Results

**5,039**

Students enrolled in CEWA Schools

**4,938**

Full-time students eligible to achieve WACE

**5**

Students awarded a General Exhibition

**52**

Students awarded a subject Certification of Excellence

**6**

Students awarded a Subject Exhibition

## VET

**41.4%**

Students who completed VET Certification II or higher

**1**

Student awarded a VET Exhibition

**7**

Students awarded a VET Certification of Excellence

## Bishops' Religious Literacy Assessment

**15,271**

Students in Years 3, 5 and 9 participated

## Students With Disability

**2,467**

Students with disability

## Accreditation Participation in CEWA Accreditation in 2018

**948**

Accreditation to Work in a Catholic School

**1,378**

Accreditation to Teach in a Catholic School

**151**

Accreditation to Teach Religious Education

**61**

Accreditation for Leadership In-service

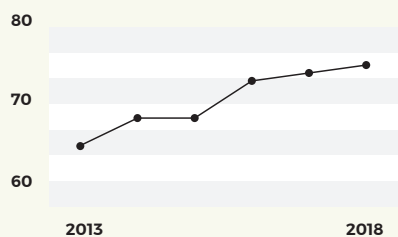
**658**

Orientation



## Early Years Learning

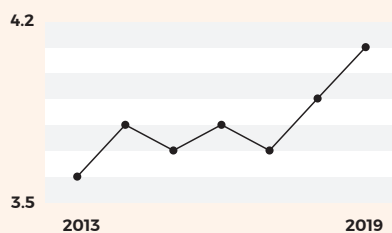
**95** CEWA schools registered to offer Pre-kindergarten



*Schools with Pre-kindergarten students*

## Aboriginal Education

**2,920** Aboriginal Students



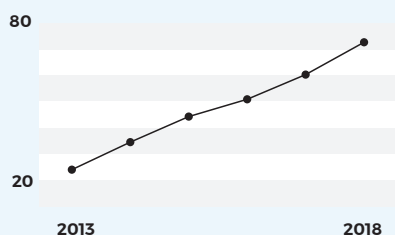
*Percentage of Aboriginal students in CEWA schools*

**1,600**

Diocese of Broome

## Out of Hours School Care

The five-year trend depicts a large increase in CEWA schools offering OSHC services



More than

**76,000**  
Enrolled students

**15.3%**  
of WA Primary school students

**19.4%**  
of WA Secondary school students

**162**  
Schools

**90**  
Early Learning Centres

- 110** Primary
- 52** Secondary or Composite
- 23** Special Education Support Centres
- 5** Curriculum & Re-engagement
- 1** Intensive English Centre

- 90** 3-year-old Kindergartens
- 60** Schools with Outside School Hours Care
- 3** Schools with long day care services

**3,800**

Diocese of Geraldton

**61,000**

Archdiocese of Perth

**9,800**

Diocese of Bunbury

# Our Initiatives

Acknowledging the important role of Catholic education in a rapidly changing social and educational landscape, CEWA's projects and initiatives during 2018 focused on the system's ability to respond to the current and future learning needs of students. Strategic priorities focused on the wellbeing and safety of students, fostering 21st century learning environments and creating a digital infrastructure that is responsive to the needs of schools, parents and students.

## Strategic Directions 2019 – 2021



**Comprehensive consultation with the Catholic education community was undertaken by CECWA to identify priorities for the future of Catholic schools in WA.**

Stakeholders were engaged through an online survey with almost 3,000 responses received across the State's four Dioceses. Focus groups involving students, staff and parents were also held across metropolitan and regional areas, and Principals and school leaders participated in dialogue at the July 2018 Catholic Education Leaders' Forum.

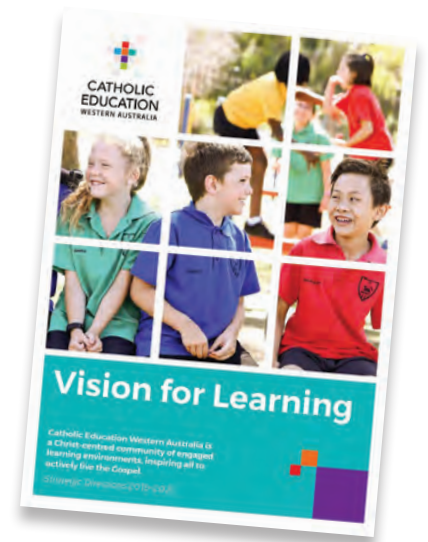
The planning process culminated in *Strategic Directions 2019-2021* being endorsed by CECWA in October 2018. Based on six guiding principles inspired by the Mandate of the Bishops of Western Australia, it sets out the vision for Catholic Education Western Australia and provides clarity of purpose and governance.



# Vision for Learning

The *Vision for Learning* is offered as a pedagogical resource for all CEWA schools and care services.

It provides a research basis and theoretical background to improving student outcomes through practices that contribute to quality education. It has been developed through research, system projects and pilot programs as well as through the experiences of other global and national education systems.



The validation process included key education experts and CEWA Executive Team members. Five broad practice areas were identified in the research with each area containing a range of specific practices and behaviours that relate to it. A design 'tribe' of Principals, educators and external experts was formed to validate and create possible implementation processes. In addition, the group reviewed a range of Catholic source documents including the Mandate of the Bishops of Western Australia and *Gravissimum Educationis* to ensure that the *Vision for Learning* is informed by the principles of Catholic Social Teaching and Gospel teachings.

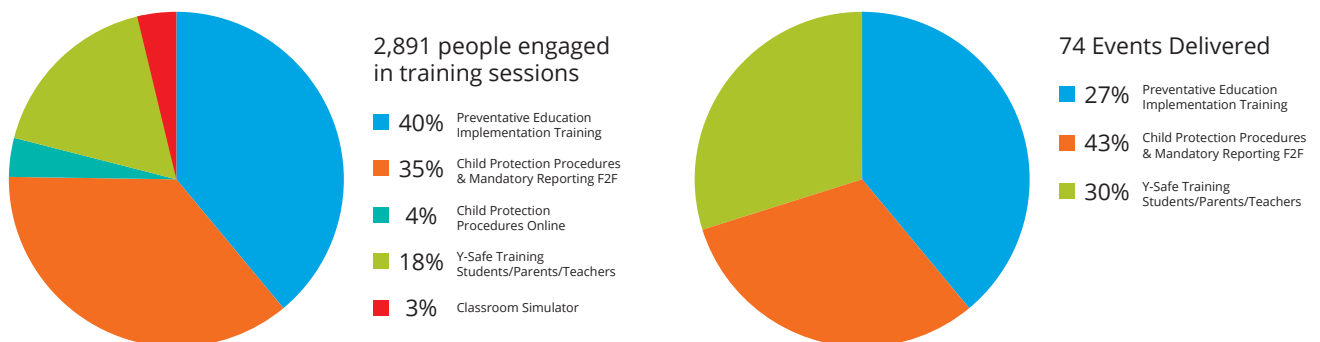
Consultation meetings were held with Canadian educational researcher and former Dean of the Ontario Institute for Studies in Education, Professor Michael Fullan, and Laureate Professor John Hattie, Director of the Melbourne Education Research Institute at the University of Melbourne. Consultation, with opportunity for feedback, occurred with five Catholic education offices in Australia, 162 CEWA Principals, CEWA's School Improvement Advisors and Regional Officers, Religious Education and Teaching and Learning Directorates, CECWA, and CECWA's Curriculum Committee. A small writing group was formed to ensure the significant feedback received during the consultation process was incorporated into the *Vision for Learning*.

Alongside the work on the Five Teacher Practices, the Professional Learning Community focused on developing an implementation plan. This work will be further expanded in the next phase of the project to develop CEWA position statements and resources for all teachers for each of the Five Teacher Practices.



# Child Safe Framework

Following the release of CEWA's Commitment Statement on Child Safety, the Child Safe Framework was launched at the Catholic Education Leaders' Forum in February 2018, and was endorsed by the WA Commissioner for Children and Young People. The launch was supported by a facilitated introduction workshop and the development of the Child Safe Framework website as a resource for all staff.



Throughout the year the focus was on the development of CEWA's Child Safe policy, as well as mapping the Framework to the Federal Government's National Principles of Child Safe Organisations and the National Catholic Safeguarding Standards.

Staff resources were further enhanced with the launch of the Virtual Classroom, where educators are able to walk through a virtual reality classroom and experience how the key principles of the Framework could be put into practice.

Additionally, the public-facing Child Safe Catholic Schools website was launched at Aranmore Catholic Primary School during National Child Protection Week, with representatives from the Parents and Friends Federation of WA, Telethon Kids Institute, Department of Education WA, Association of Independent Schools of Western Australia and Catholic Youth Ministry attending.



# Tantur

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Since 2006, CECWA has sponsored the participation of Catholic school staff and catechists to attend the Easter program at the Tantur Ecumenical Institute in Jerusalem, Israel.



The program is conducted over a three-week period and provides participants with the opportunity to have a lived experience in the Holy Land. Participants are able to attend lectures by leading specialists in diverse areas and experience the Holy Land during Holy Week and the Easter period.

In 2018 a group of seven attended the Easter program, seminars and guided excursions to sites that feature in the stories of the life of Jesus, places such as Bethlehem, Jerusalem, Samaria and Galilee. Participants were also able to deepen their understanding of Salvation history in the Old Testament by visiting sites of significance. These experiences provided the group a rich historical and cultural context for theological and scriptural studies.

## Plenary Council 2020

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The Australian Catholic Bishops Conference announced the establishment of the Plenary Council 2020, which would be preceded by an open and inclusive process of listening, dialogue and discernment about the future of the Catholic Church in Australia. The first session of the Plenary Council will be held in October 2020 in Adelaide, the second in May 2021 in Sydney.



The preparation phase to set the agenda for the work of the Plenary Council, commenced in 2018 with the Listening and Dialogue process. As part of this phase, CEWA coordinated a series of consultation sessions with Principals, staff and students. CEWA also distributed Plenary Council 2020 communications and news to encourage participation within school communities. Support was provided to Diocesan initiatives including the Geraldton Bishop's Conference and sessions in the Dioceses of Broome and the Archdiocese of Perth. The Plenary Council 2020 Executive Committee, which includes Dr Debra Sayce, continues to plan towards the Plenary Council in October 2020.

# Marketing and Engagement

Informed by consumer research and consultation, CECWA endorsed a Marketing and Engagement Strategy in December 2017.

In 2018 CEWA consulted with school leaders and parent focus groups ahead of launching its first State-wide awareness campaign. The campaign's key messages: 'Their Future, Our Calling' and 'Discover Catholic Education' were used to promote the child-focused learning and development priorities of all CEWA schools, and raise the awareness of CEWA as a unified education system.

Campaign activities included the development of a new website, creating a social media strategy, establishing digital news channels, the development of an integrated public awareness campaign and establishing a dedicated enquiry line. The campaign creative featured CEWA students, and was used in print, digital and social media adverts, as well as billboards and shopping centre digital displays. The advertising generated significant traffic to a campaign-specific landing page on the CEWA website. The work on the 2018 campaign also included planning for further campaigns and ongoing whole-system marketing.

**811,224**

Website Page Views

**1,289,442**

Social Media Views

**96,063**

Google Ad Impressions

**578,000**

Estimated Billboard Traffic

**460,000**

Shopping Centre Advertising Traffic

**7,135**

Broome Advertiser Circulation





# Curriculum and Re-engagement (CARE) Schools

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In 2018 CEWA had four CARE schools, providing the opportunity for students facing a wide range of social, cultural, economic and personal issues to pursue an alternative educational program in a safe and supportive environment based on trust and mutual respect.

Clontarf Aboriginal College in Waterford, Geraldton Flexible Learning Centre, St Clare's School in Lathlain and St Francis' School in Maddington offered secondary school options for students that had become disengaged from mainstream education and were at educational risk. The schools offered a balance between therapeutic support and education/training, with no more than 40-50 students enrolled and a high teacher to student ratio to ensure adequate levels of one-on-one or very small group learning.

Geraldton Flexible Learning Centre is opening a new CARE campus in Carnarvon, commencing in Term 2, 2019.

## Trauma Informed Schools Project

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The Trauma Informed Schools Project, which began in 2015 as a partnership between CEWA and the Australian Childhood Foundation, continued throughout 2018 with professional learning for educators being held in Perth, Broome and Bunbury.



The project helps CEWA schools better understand trauma, its effects on learning and social-emotional development, and how to support students who have suffered trauma. By the end of 2018 the project, led by CEWA's Student Services Team, had provided training to more than 480 staff from 28 of CEWA's schools and offices. During 2018, CEWA staff were able to share their action research at showcase days in Perth and Broome and presented on the project at national and international conferences. The Trauma Informed Schools Project will continue to equip CEWA staff in 2019 with strategies to reduce the impact of trauma on student learning.

# Aboriginal Families as First Educator's Program

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**The Aboriginal Families as First Educator's (AFaFE) program has been in operation since 2015 at 13 schools across the State, encompassing communities from Albany in the South West to the metropolitan area and the Kimberley region.**

The program recognises the importance of parents as their child's first teacher and focuses on building the trust, skills and confidence parents need to develop and maintain a positive, supportive and ongoing relationship with the school.

The intent of the AFaFE program is to build stronger early relationships between families, communities and schools. It aims to support families to recognise the importance of early development and support Aboriginal educators with training and employment.

In 2018, AFaFE playgroups had 350 children and 409 adults participating across the State, with 31 staff, of whom 25 were Indigenous. Four AFaFE staff completed Affiliate Trainer status with the University of Melbourne. In addition, professional learning was facilitated around Abecedarian Approach Australia (3a), brain development and the importance of early intervention.

Given the success of the AFaFE program in the four Kimberley schools where it is currently operating, it is intended that all the Kimberley schools will be supported to implement a birth to three-year-old playgroup incorporating the AFaFE guidelines.

“In 2018, AFaFE playgroups had 350 children and 409 adults participating across the State”



# Catholic School Youth Summit

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**CEWA's Religious Education Directorate worked with school staff and the University of Notre Dame Australia to host the third Catholic Secondary School Youth Summit in June, cementing the event as an annual feature in the Catholic education calendar.**

In 2018, more than 120 senior secondary students from 24 schools and colleges participated in the summit themed 'Your voice is needed – join in!' aligning with both the Church's Year of Youth and the Plenary Council 2020.

A second Catholic School Youth Summit, the first primary school summit, was hosted by Chisholm Catholic College in December. Both events provided students with unique opportunities to hear from Catholic keynote speakers, participate in workshops building their capacity as servant-leaders, and meet students from different schools across the Archdiocese of Perth.



## Year 10 Entrepreneurship Program

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**After a successful trial in 2017, CEWA continued its partnership with Just Start It to deliver the CEWA Entrepreneurship Program. The program enabled student teams from 13 schools across the Perth metropolitan area to work with mentors as they sought tech-enabled solutions to real-world problems or demands, researched commercial potential and pitched their start-ups.**

The Semester Two finals gala event raised funds for the Starlight Foundation and enabled the teams to explore potentials for partnership with the host and sponsor, the City of Canning. Following their experiences in the program one team had the opportunity to represent Western Australia at the iAwards in Melbourne, and another attended the Asia Pacific ICT Alliance in China.

# Catholic Arts

Through its Catholic Arts team, CEWA provides Catholic school students from across the State with opportunities to showcase their creativity, skills and hard work through its calendar of events.



The 24th secondary students' Angelico Exhibition, on show at Perth's Forrest Centre during August, included 175 works of drawing, painting, sculpture and mixed-media by students from as far north as Broome to as far south as Busselton. The inaugural Primary Angelico Exhibition attracted 119 entries from students across 23 CEWA schools.

The Performing Arts Festival for Catholic Schools and Colleges spanned July and August with students participating in choral, drama, musical, instrumental and dance performances, culminating in the Festival Concert at Perth Concert Hall.

Carnevale took over the Perth Cultural Centre in September with students performing on stage for a public audience, and hosting stalls and demonstrations.

The Performing Arts Festival for Catholic Schools and Colleges spanned July and August 2018





# LEAD Awards

A sensory garden, mentoring program, East Kimberley cultural immersion and innovative professional learning model were among nine initiatives recognised at CEWA's annual LEAD Awards for Excellence.

Attracting a record 47 entries in 2018, the awards recognise Catholic schools and colleges for developing innovative learning experiences for students, staff and the community across the categories of Learning, Engagement, Accountability, and Discipleship.

Decided by a panel of experts from the Catholic education community, including the University of Notre Dame Australia, nominations were judged on how they benefited students, teachers and the wider community, along with creativity, context and sustainability of the initiative.

Two winners from each category received \$4,000, a LEAD Awards for Excellence trophy and certificate. In addition, \$2000 was awarded to the Leaders Choice Award winner, as voted by Principals, Deputy Principals and Assistant Principals at the annual Catholic Education Leaders' Forum. An additional six merit awards were presented.



## LEAD Awards Winners 2018

### Learning

Liwara Catholic  
Primary School  
*Sensory Garden*

Our Lady of Lourdes  
Dardanup  
*STEM@OLOL*

### Merit Award

Infant Jesus School

### Engagement

St Marys College  
Broome  
*Positive Behaviour  
Support through a  
Trauma Informed Lens*

Whitfords Catholic  
Primary School  
*MENToring Program*

### Merit Award

Aranmore Catholic  
College  
  
Mater Dei College  
  
Mandurah Catholic  
College

### Accountability

Kolbe Catholic College  
*Max Time*

Santa Clara School  
*Core Values Program*

### Merit Award

Good Shepard  
Catholic Primary  
School

### Discipleship

Emmanuel Catholic  
College  
*Cultural Immersions*

Padbury Catholic  
Primary School  
*REACH OUT with Love*

### Merit Award

Holy Cross College

## Leaders Choice

Mary's Mount Primary School  
*Nature Playground*

# Catholic Education Leaders' Forums

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Catholic Education Leaders' Forums, held twice in 2018, brought together Principals and school leadership teams from across the State to discuss and reflect on the direction and priorities of the system.

The first forum held in February, served to launch the Child Safe Framework to CEWA schools and also gave Principals a first-look at the development of CEWA's *Vision for Learning*.

The second Catholic Education Leaders' Forum held in July had a larger attendance including assistant and deputy school Principals and focused on increasing the level of leadership participation in system initiatives. The forum featured sessions on CECWA's *Strategic Directions 2019-2021*, Plenary Council 2020, the Policy, Risk, Information and Maintenance in Education (PRIME) platform, Child Safe Framework, and LEADing Lights digital transformation.



## Western Australian Young Achiever Awards

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CEWA continued its partnership with the Western Australian Young Achiever Awards for 2017-2018, supporting the Young Leadership Award category and the People's Choice Award category for the third time since the program's inaugural year.

This ongoing partnership between CEWA and Awards Australia aims to raise the profile of young people in Western Australia displaying exceptional leadership qualities and community focus. Shelley Cable, a young Nyoongar woman working in the area of Indigenous business and financial inclusion was selected by a panel of judges as the winner of the CEWA Young Leadership Award from a strong field of candidates. Jaimen Hudson won the CEWA People's Choice Award for raising the profile of Esperance through his stunning videography and photography.



# CEWA Scholarships

In 2018, CECWA continued its Teacher Education Scholarship program, providing support for CEWA graduates to begin studies in education at the University of Notre Dame Australia.

The recipients of these scholarships were chosen on the basis of high achievement in Year 12, noted potential for the vocation of teaching, leadership in their school community, and their support of the objects of Catholic education and the University.

CECWA also provides scholarships to support professional development and learning opportunities across CEWA, encouraging and enabling staff to undertake further studies. Following the development of an online application process and widespread promotion of the scholarship program for 2018, applications increased by more than 50 percent from 2017. The online application and system-wide promotion was repeated in 2018 for scholarships offered for 2019.

**1**

Doctorate

**14**

Graduate Certificate in  
Catholic Leadership

**28**

Professional  
Development for  
non-teachers

**146**

Professional  
development for  
teachers

**27**

Country Practicum

**2**

Graduate Incentive

**9**

Year 12 Graduate  
Scholarship



# Transforming Lives: Strategy 2025

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**In 2018 CEWA's *Transforming Lives: Strategy 2025* was incorporated into CECWA's *Strategic Directions 2019-2021*.**

Highlights of the strategy in 2018 included the development, testing and implementation of an online Aboriginal Education Improvement Map (AEIM) tool, to inform the Aboriginal Education Planning process and forms the basis for collecting data for the strategy's Bold Goal 1, that All Catholic schools will be Culturally Competent. CEWA's Aboriginal Education Team also investigated the use of reporting and measurement tools for the strategy.

A key part of the strategy is the Transforming Lives Engagement Officer pilot project, which ran throughout 2018. Following a review of the 2018 program, two additional school clusters and an online reporting tool will be added in 2019 among other changes.

In addition, an online cultural competency course was completed by more than half of CEWA office staff from across the State. As an organisation, CEWA committed almost 1,500 hours to the training in 2018.

## Low Fee Pilot Project

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**In considering the financial pressures that many Western Australian families continue to face, CECWA introduced a low fee initiative at six schools in selected urban and regional areas, aimed at reducing the burden of fees for parents in communities with high financial needs.**

The Perth schools selected were Majella Catholic Primary School in Balga, St Gerard's Primary School in Westminster and Our Lady of Mercy Primary School in Girrawheen. The regional schools selected were St Mary's School in Northampton, St Joseph's Catholic Primary School in Pinjarra and St Joseph's School in Waroona.

The pilot project will see the reduction of fees to \$300 per child, from Kindergarten to Year Six, commencing in Term 1, 2019. The initiative has been prioritised by CECWA as an important means of providing equitable access to a Catholic education for any family who seeks it for their child.

To support the adoption and promote increased community awareness of the program at a local school community level a comprehensive communications plan was developed for each of the six schools prior to the project launch. As part of each communication plan, resources and advice were provided to ensure effective, efficient and collaborative communication with the schools' staff, parents, local parish and local community. These included presentations, website content, marketing materials, direct mail, editorial content, information sessions, signage, social media, and photography.

# Virtual School Network (ViSN)

CEWA's Virtual School Network, known as ViSN, commenced remote delivery of secondary courses in 2018.

Enabled by collaboration between schools across the State, ViSN allowed CEWA students to access online courses taught by teachers in other CEWA schools, while remaining enrolled at their own school. The project aims to increase access and equity of opportunities, by providing means to overcome barriers of location and resources.

ViSN provides flexibility for students, teachers and administration staff. As a result, a focus on building relationships has been possible, enabling strong connections, communication, collaboration and a sense of community. This approach has garnered interest from Catholic education in other Australian dioceses as well as other local, interstate and international organisations, promoting CEWA as a leader in the provision of equitable and diverse education options.

## ViSN in 2018

**65** ViSN students

**8** ViSN teachers

## Courses delivered

Year 11 ATAR Biology  
Year 11 ATAR Economics  
Year 11 ATAR English  
Year 11 ATAR Geography  
Year 11 Health Studies  
Year 11 Human Biology  
Year 11 Maths Specialist  
Year 11 Modern History

## Schools involved

Aranmore Catholic College  
Bunbury Catholic College  
Edmund Rice College  
John Paul College  
Kearnan College  
Nagle Catholic College  
St Norbert College  
Kolbe Catholic College  
St Clare's School  
St Francis' School  
St Luke's College  
St Mary's College



# Policy

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During the course of 2018, CECWA developed its *Catholic Identity Policy* to increase understanding about what is distinctive about Catholic schools in an increasingly secular and pluralist society.

## **Aims of the CECWA *Catholic Identity Policy***

Ensure that expressions of Catholic faith are evident in schools by ensuring that liturgy and the sacraments, prayer, Christian service, concern for justice and respect for God's creation are appropriately planned and experienced in the community.

- Be a useful resource to provide Catholic schools with a means for evaluating and assessing the success of their contribution to the mission of the Church, specifically by providing principles for schools to review their adherence to the vision, goals and values of Catholic education.
- Provide guidance for formation and education programs, approved by the Bishops of Western Australia, for CEWA staff by ensuring that such programs are based on sound Catholic doctrinal and moral principles.

The following policies were also developed or reviewed throughout the course of 2018:

- Child Protection Policy
- Teacher Workloads Policy
- Governance, Risk Management and Compliance Policy
- Information Management Policy
- School Cash Reserves Policy
- Capital Planning and Development Policy

In December 2018, CECWA resolved to review its policy framework to ensure that it meets contemporary Catholic, legislative and regulatory requirements.



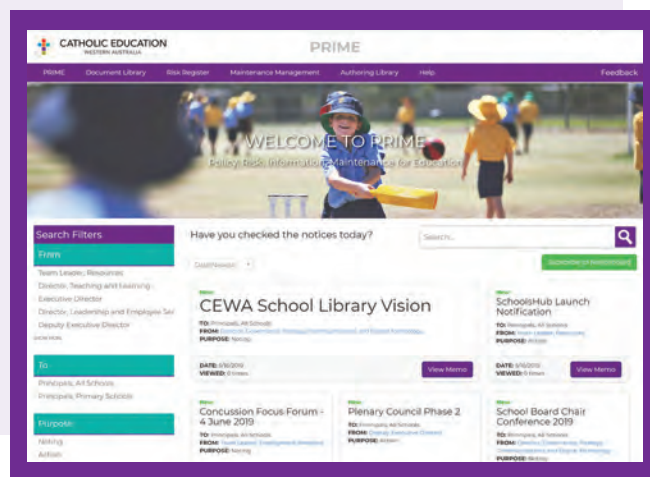


# Policy, Risk, Information and Maintenance in Education (PRIME)

PRIME was introduced in July 2018 as a space to house system communications, policies and tools that assist schools to proactively manage their complex and challenging administrative environments. It was co-designed with system and school leaders in response to the need for greater support around policy and risk.

## Four components of PRIME

- **Notice Board:** the key communication tool between schools and the offices, housing notices from directorates within the office relevant for school operation.
- **Document Library:** a one-stop shop for key documents across CEWA. Schools are also able to create their own library within this space, allowing for system and school documents to live in one central location.
- **Risk Register:** allows the school leadership team to work through a process to assess risk within the school environment. It can be used to monitor common risks within a school and develop the controls and action plans to actively mitigate against them.
- **Maintenance Management:** allows staff to log maintenance requests and issues. The tool acts as a triage space allowing a Principal to direct the task to another within the school to complete, as well as to prioritise different maintenance issues within a school.



## Site usage statistics:

- 3,959 unique viewers
- 200,965 site visits in total
- Approximately 550 views per Notice Board memorandum published
- Approximately 50 views of various policy documents on the Document Library per week
- Approximately 850 Notice Board subscribers

PRIME will undergo significant development in 2019 to provide greater utility for schools and gain more meaningful insights across the system.

# Student Enrolment and Demographic Research

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In September 2017, CECWA commissioned a blueprint strategy based on research to identify recommendations and strategic questions for the future growth of Catholic education in WA.

In 2018, a significant research project was undertaken to determine the demographic and sociographic breakdown of communities served by Catholic schools across Western Australia. Importantly, the research sought to better understand if Catholic school enrolments were representative of the communities in which they operated, as well as identifying priority areas for schools in serving the current and future needs of children and young people in their communities. Following CECWA endorsement of the report, school-specific reports were presented to school leaders at the Catholic Education Leaders' Forum in July 2018 and cluster sessions were held across WA focused on four key areas:

1. Growth of Catholic education in Western Australia
2. Affordability and accessibility of Catholic education
3. CEWA schools and the community
4. Further actions to support the sustainability of Catholic education



# Leadership Development

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**During 2018, the Leadership Development Team engaged in three major activities:**

1. The review and redevelopment of the suite of leadership programs for 2019
2. The development and support of existing leadership talent through the maintenance of formal leadership programs
3. The identification and development of future leaders through the CEWA Talent Identification Program

The redevelopment of the leadership programs involved a review of exemplary practice and the integration of key documents including the Mandate of the Bishops of Western Australia, the CECWA *Strategic Directions 2019-2021*, the CEWA Leadership Charter (2016), the Quality Catholic Schooling Self-Review Tool, and the Australian Professional Standards for Principals and the Leadership Profiles (2014). It also included the development and rebirth of several new programs – Emerging Leaders, Middle Leaders, Aboriginal School Leaders, Established Leaders and Experienced Principals – and the development of a series of leadership networks: Middle, Established, Aspiring, Mentoring, Women and Early Career Teachers.

Other initiatives included the establishment of a working partnership with the Australian Institute of Management, Western Australia, to support leadership development across our system and the provision of online learning services through LinkedIn Learning to program participants.

An important aspect of the Leadership Development Team's work has been the identification and development of future leaders through the CEWA Talent Identification Program. The object of the program is to identify, develop, then encourage and position high-potential staff - the top five percent of our workforce. The program was trialled during 2018 with 181 teaching and non-teaching staff.

The program identified 29 high-potential staff who were provided further development opportunities including a career planning conversation, 48 percent were offered places in the 2019 cohorts of various systemic leadership programs and 35 percent have commenced a Master of Education degree as a result of their career-planning conversation.





# Financial Report





3



# Financial Report

## Total Government Funding

\$ Million

### Recurrent Funding

#### Federal Funding

Australian Education Act Recurrent Funding <sup>(3)</sup> \$588.9

Other Federal Funding \$16.8

Total Federal Recurrent Funding **\$605.7**

#### State Funding

State per capita Funding \$216.4

Other State Funding <sup>(1)</sup> \$22.5

Total State Recurrent Funding **\$238.9**

**Total Recurrent Funding \$844.6**

### Capital Funding

Total Federal Capital Funding <sup>(1)</sup> \$7.0

Total State Capital Funding \$3.0

**Total Capital Funding \$10.0**

Total Federal Funding \$612.7

Total State Funding \$241.9

**Total Government Funding \$854.6**

## Contribution from Parents

Net Fees and Contribution from Parents <sup>(2) (3)</sup> 266.9

**Total Contribution from Parents \$266.9**

## Total Funding

**\$1,121.5**

(1) Includes income received during 2018 for programs disbursed on a financial year basis

(2) Estimate for 2018

(3) Includes all schools for whom CECWA is the approved authority

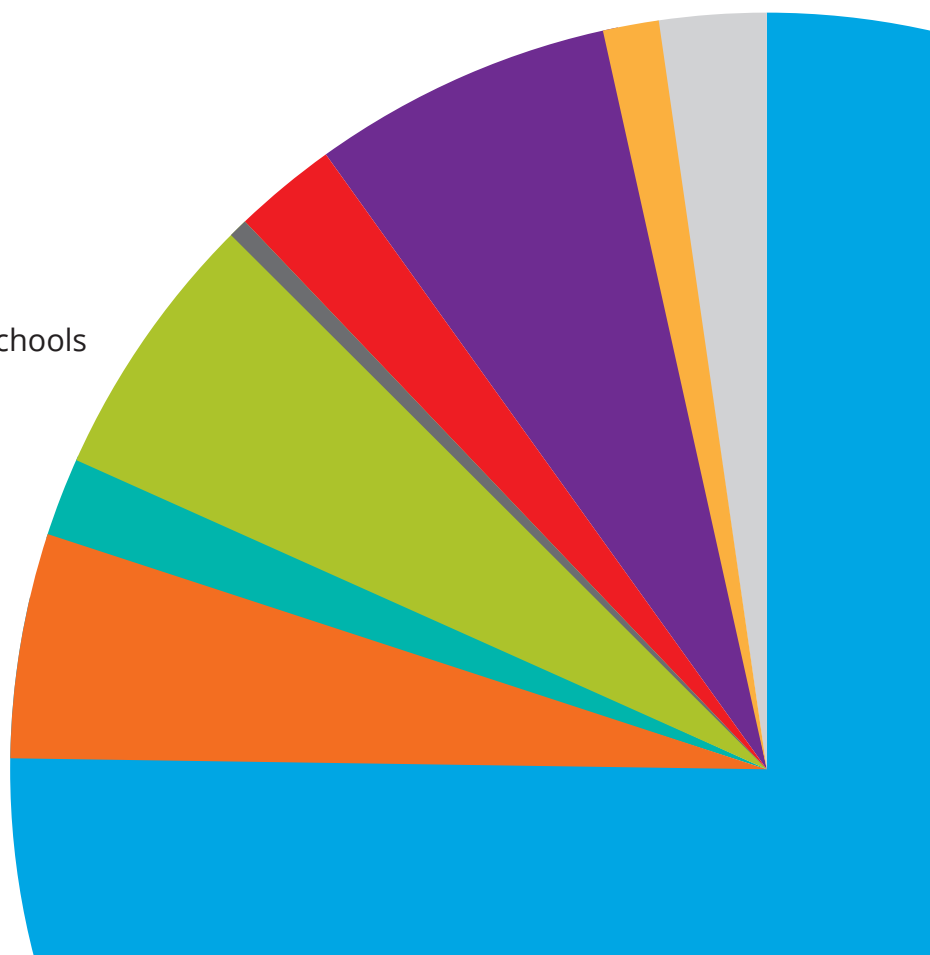


## Use of Government Funds (received during 2018)

	\$ Million	%
<b>General (Base)</b>	<b>\$681.6</b>	<b>80.0%</b>
<b>Students with Disability (SWD)</b>	<b>\$39.3</b>	<b>5.0%</b>
<b>Aboriginal and Torres Strait Islander (ATSI)</b>	<b>\$12.8</b>	<b>2.0%</b>
<b>Low Socio-Economic Status (SES)</b>	<b>\$43.8</b>	<b>5.0%</b>
<b>Limited English Proficiency (LEP)</b>	<b>\$0.6</b>	<b>0.0%</b>
<b>Remote and Regional Schools</b>	<b>\$13.4</b>	<b>2.0%</b>
<b>Small Schools</b>	<b>\$49.3</b>	<b>6.0%</b>
<b>Other (Multi-sector Programs)</b>	<b>\$3.7</b>	<b>0.0%</b>
<b>Capital Development</b>	<b>\$10.0</b>	<b>1.0%</b>
<hr/>		
<b>Total Government Funds Used</b>	<b>\$854.6</b>	<b>100.0%</b>

## Use of Government Funds %

- 80.0% General (Base)
- 5.0% SWD
- 2.0% ATSI
- 5.0% Low SES
- 0.0% LEP
- 2.0% Remote and Regional Schools
- 6.0% Small Schools
- 0.0% Other  
(Multi-sector Programs)
- 1.0% Capital Development



# Future Priorities







4



# Future Priorities

**Ensuring parents have the freedom to choose the learning environment best suited to their child is central to CEWA's priorities for the future.**

More than 16,000 additional students are expected to seek enrolment at Catholic schools in WA by 2026. With this predicated growth, CEWA's Resources Team continually monitors and plans for capital expansions. To ensure CEWA remains a sustainable system of schools, we need to keep pace with the learning and wellbeing needs of our diverse student population now and in the future.

CEWA requires capital funding to support infrastructure upgrades and expansions in schools, including building new schools in high growth areas. Around 80 percent of capital investment at Catholic schools, like new classrooms and recreational facilities, is funded through family building levies, fundraisers, low interest loans and discretionary capital grant funding.

Funding towards operating costs of boarding colleges for Aboriginal students and support for small, rural and remote school communities is also crucial to the ability of CEWA to fulfil our role as a provider of affordable and accessible schooling to all families seeking a Catholic education for their child.

**CEWA has a clear focus on providing accessible and affordable Catholic education for WA communities. We will achieve this by:**

- Ensuring Catholic schools continue to be free to operate in accordance with the Catholic faith
- Collaborating with Federal and State governments to ensure sustainable long-term funding for Catholic schools
- Providing parental choice





# Key Priorities

**Capital funding to meet the schooling needs of WA's diverse population and provide educational choice for families.**

**1**

**Commitment being sought:**

- Capital funding that reflects the real cost of delivering and upgrading school infrastructure that meets the needs of WA's population

**Support for small, rural and remote school communities through a review of the size loading in the *Australian Education Act 2013*.**

**3**

**Commitment being sought:**

- CEWA is seeking a commitment from State and Federal Government to review the size loading in the *Australian Education Act 2013* to accurately reflect the fixed operational costs of small schools

**Ongoing commitment to early years' education in schools through the Universal Access Funding Scheme.**

**5**

**Commitment being sought:**

- Sustained funding for early years programs through the Universal Access Funding Scheme
- Develop strategies that support early years program delivery in diverse school settings and communities

**Funding towards operating costs of boarding colleges for Aboriginal students.**

**2**

**Commitment being sought:**

- Additional support for boarding colleges to ensure Aboriginal students have equitable access and participation in Catholic education

**Ongoing cross-sectoral collaboration to address the 'on the ground' needs of students with disability.**

**4**

**Commitment being sought:**

- Strategic planning to develop consistent definitions and provide appropriate and co-ordinated resourcing and support for students with disability











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