



CATHOLIC  
EDUCATION  
WESTERN AUSTRALIA



Annual Report

2019



# CECWA Strategic Directions

Responding to God's call to serve our diverse communities

## CATHOLIC IDENTITY

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.

## EDUCATION

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.

## COMMUNITY

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.

## STEWARDSHIP

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 is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel



## Contents

1

Catholic Education Commission of Western Australia

2

Catholic Education Western Australia

3

Financial Summary 2019

4

Future Priorities



# Catholic Education Commission of Western Australia



## To the Bishops of Western Australia



Dear Brother Bishops,

Throughout 2019, the phrase 'listen to what the Spirit is saying' came up time and time again in Catholic education, as it did in the Church more broadly.

The work of the Plenary Council moved from the first phase of Listening and Dialogue at the start of the year into the second phase of Dialogue and Discernment at Lent. Many in Catholic school communities were involved formally in these two phases of the Council process, while the theme inspired and influenced a range of activities and learning initiatives across our system throughout the year.

The deliberations and decisions of the Catholic Education Commission of Western Australia (CECWA) throughout 2019 centred on the governance and continuous improvement of Catholic education across Western Australia. CECWA, entrusted by the Bishops of Western Australia, undertook a comprehensive review of its governance structures, policies and processes in recommending and supporting the incorporation of Catholic Education Western Australia which will be effective on 1 January 2020.

In preparation for the transition, there was significant consultation and planning, all of which was actively endorsed and supported by Catholic schools across the State.

During 2019, CECWA resolutions endorsed included the establishment of a new CARE school in Broome, continuing growth and development planning for a number of schools across the State, significant support for the Australian Catholic Youth Festival held in Perth, advocacy and engagement ahead of the Federal Elections, affordability measures for families, professional learning and faith formation for staff, and a range of financial and funding matters.

The digital transformation of the CEWA system continued throughout 2019, with platforms and practices introduced in recent years now an essential part of education delivery in Catholic schools across the State. The many programs of work, including the roll out of the Administration of Schools (AoS) program are streamlining operations, delivering significant efficiencies, and importantly bringing our system to the forefront of education – in Australia and abroad.

This important work continues to result in real improvements in equity and access, quality of teaching and learning, and flexibility to deliver quality teaching and learning.

In reflecting on the significant role of Catholic schools in providing a Christ-centred education to all families seeking a Catholic education for their children, it is imperative that we continue to recognise the collective efforts of every staff member in schools and offices alike. Supporting students to discover their God-given potential and enable them to journey beyond school to make a positive contribution to society requires great effort and a strong sense of Christian purpose. In reflecting on the culture of excellence that is woven through the fabric of our school system,

I acknowledge and thank all employed in Catholic Education Western Australia for your commitment to the vocation of service to the children of Western Australia.

As I reflect on the continuous improvement in Catholic education during 2019, I am pleased to present to you the *2019 Annual Report of CECWA* which provides a window into the Catholic education system in Western Australia.

I thank all Commissioners for generously sharing their expertise, knowledge and wisdom in service to Catholic education. I acknowledge Executive Director, Dr Debra Sayce, for her decisive and empathetic leadership of Catholic Education Western Australia. I share my gratitude to the Executive team of CEWA, our 163 Principals and all staff for their important contribution to Catholic education – and for ensuring the best possible learning and faith formation opportunities for each Catholic school student from the early years to Year 12.

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



# Commission

The Bishops of Western Australia, mandate the Catholic Education Commission of Western Australia to foster the continuous development and improvement of Catholic schools in Western Australia, and to act on behalf of the Catholic community for the benefit of all Catholic school-aged children, be they in Catholic schools or not.

The Commission is appointed by the Bishops of Western Australia and is responsible to them.

CECWA governs the CEWA system and responsibilities include:

- Providing leadership for the betterment and quality of Catholic education in Western Australia
- Directing the development of learning communities which fulfil the goals of Catholic schools as outlined in the *Bishops' Mandate* letter.
- Developing, promulgating and evaluating Catholic school policy and programs
- Providing governance and holding responsibility of Catholic schools and fulfilling its obligations under the School Education Act

At the end of 2019, membership of the Catholic Education Commission of Western Australia consisted of:

<b>Bishop Gerard J Holohan</b>	Chair
<b>Dr Debra Sayce</b>	Deputy Chair
<b>Dr Graeme Gower</b>	Chair: Aboriginal Community Committee
<b>Mr Wojciech Grzech</b>	Chair: Audit and Risk Committee
<b>Ms Mary Woodford</b>	Chair: Catholic Education Community Committee
<b>Professor Joan Squelch</b>	Chair: Curriculum Committee
<b>Professor Glenda Scully</b>	Chair: Finance Committee
<b>Bishop Donald G Sproxton</b>	
<b>Mrs Helen Anderson</b>	<b>Mr Joseph Hoyne</b>
<b>Sr Marion Beard</b>	<b>Br Kevin Paull</b>
<b>Dr Christopher Hackett</b>	<b>Mr Paul Rafferty</b>



## Committees

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

### ABORIGINAL COMMUNITY COMMITTEE

Chair: Dr Graeme Gower

Brings an Aboriginal perspective to the work of CEWA, providing access to quality education for Aboriginal children and young people, and promoting Aboriginal participation, inclusivity and mutual understanding in the wider community.

### AUDIT AND RISK COMMITTEE

Chair: Mr Wojciech Grzech

Oversees and mitigates risk and ensures the compliance and sustainability of CEWA.

### CATHOLIC EDUCATION COMMUNITY COMMITTEE

Chair: Ms Mary Woodford

Oversees the sustainability of CEWA by monitoring and evaluating the key factors that define it, especially the development of its people and faith communities. Ensures the system's ability to sustain and deliver a strong Catholic identity whilst achieving goals of sustainability, accessibility, affordability and diversity.

### CURRICULUM COMMITTEE

Chair: Professor Joan Squelch

Ensures a Catholic vision of the human person underpins processes and priorities within the CEWA system. Ensures curriculum of CEWA schools supports education of the whole person, integrating faith, life and culture.

### FINANCE COMMITTEE

Chair: Professor Glenda Scully

Ensures the financial sustainability of the CEWA system. Monitors the system's finances and provides guidance on areas including strategy development and sustainability, debt policies and processes, reporting and budgets.

*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

## 2019 Update

The Catholic Education Commission of Western Australia (CEWA) endorsed or approved:

### Strategic Directions

- The establishment of a **new digital technology sub-committee** to report directly to the Audit and Risk Committee
- The membership of a **digital technology sub-committee**

### Funding Achievements

- The proposed development of **eight new teacher houses in Broome**
- Support for the **Australian Catholic Religious Educators' Program to Tantar Ecumenical Easter Program 2020 to Jerusalem**, through the continued sponsorship of two Catholic school religious educators and one parish Catechist teacher
- The opening of a **new Curriculum and Re-engagement in Education (CARE) school** in Broome in 2020
- The support of the **Australian Catholic Youth Festival Perth (ACYF) 2019** by:
  - **sponsoring staff** in Catholic schools in Perth to attend the ACYF by paying for registration; and
  - **sponsoring rural and remote staff** in Catholic schools to attend the ACYF by paying for registration, and partial travel and accommodation.

### Financial Accounting Updates

- The **creation of a working party in 2020** to recommend to the CECWA how the Federal Funding Allocation Model (FAM) might be refined, given its practical operation over the five-year period 2016-2020
- An **extension to the School Support Accountants initiative** for two years, from October 2020 to October 2022

### Enrolment Extensions

- An **enrolment extension of a permanent three streams** of primary students from 2020 for Mother Teresa Catholic College, Baldivis, along with the Capital Development Plan – Stage 4 for the College

### New Schools

- Bunbury Catholic Colleges' second campus in Australind became its own school for 2020 - Our Lady of Mercy College

# Resolutions

### Capital Development Projects

- Capital Development Plan, **Stage 11**, for Holy Rosary School, Doubleview
- Capital Development Plan, **Stage 2**, for St Elisabeth's Catholic Primary School, Hocking
- Capital Development Plan, **Stage 4**, for St Anthony's School, Greenmount
- Capital Development Plan, **Stage 18**, for Prendiville Catholic College, Ocean Reef
- Capital Development Plan, **Stage 19**, for Mandurah Catholic College, Mandurah
- Capital Development Plan, **Stage 10**, for Sacred Heart College, Sorrento
- Capital Development Plan, **Stage 4**, for St Mary's Catholic School, Boyup Brook
- Capital Development Plan, **Stage 9**, for St Anne's Catholic Primary School, Harvey
- Capital Development Plan, **Stage 8**, for St Augustine's School, Rivervale
- Capital Development Plan, **Stage 15**, for Mater Christi Catholic Primary School, Yangebup
- Capital Development Plan, **Stage 7**, for Our Lady of Lourdes, Nollamara
- Capital Development Plan, **Stage 7B**, for St Helena's Catholic Primary School, Ellenbrook
- Capital Development Plan, **Stage 9**, for St Dominic's School, Innaloo
- Capital Development Plan, **Stage 8**, for St Brigid's Primary School, Middle Swan
- Capital Development Plan, **Stage 5**, for Mother Teresa Catholic College, Baldivis
- Capital Development Plan, **Stage 11**, for Emmanuel Catholic College, Success



“ The future starts today, not tomorrow. ”

*Pope St John Paul*



# Incorporation

In 2018, an Incorporation Steering Committee was established to review the existing governance structure of the Catholic Education Commission of Western Australia (CECWA) with the purpose of providing the Bishops of Western Australia with recommendations on a proposed incorporation structure relating to Catholic Education Western Australia (CEWA), implications of this, and a draft implementation plan.

The Steering Committee met during 2018 and unanimously agreed to recommend to the Bishops of Western Australia the incorporation of Catholic Education Western Australia, working collaboratively with legal specialists to establish a draft Constitution.

In early 2019, the Catholic Education Office of Western Australia (CEOWA) developed a comprehensive project plan to transition Catholic education in Western Australia to a company structure commencing on 1 January 2020. The project plan was prepared after extensive consultation with both internal and external stakeholders including other Australian Catholic education offices and systems, Catholic Church Insurance, Catholic Development Fund, legal firms and external consultants, as well as CEWA's Executive and senior leaders.



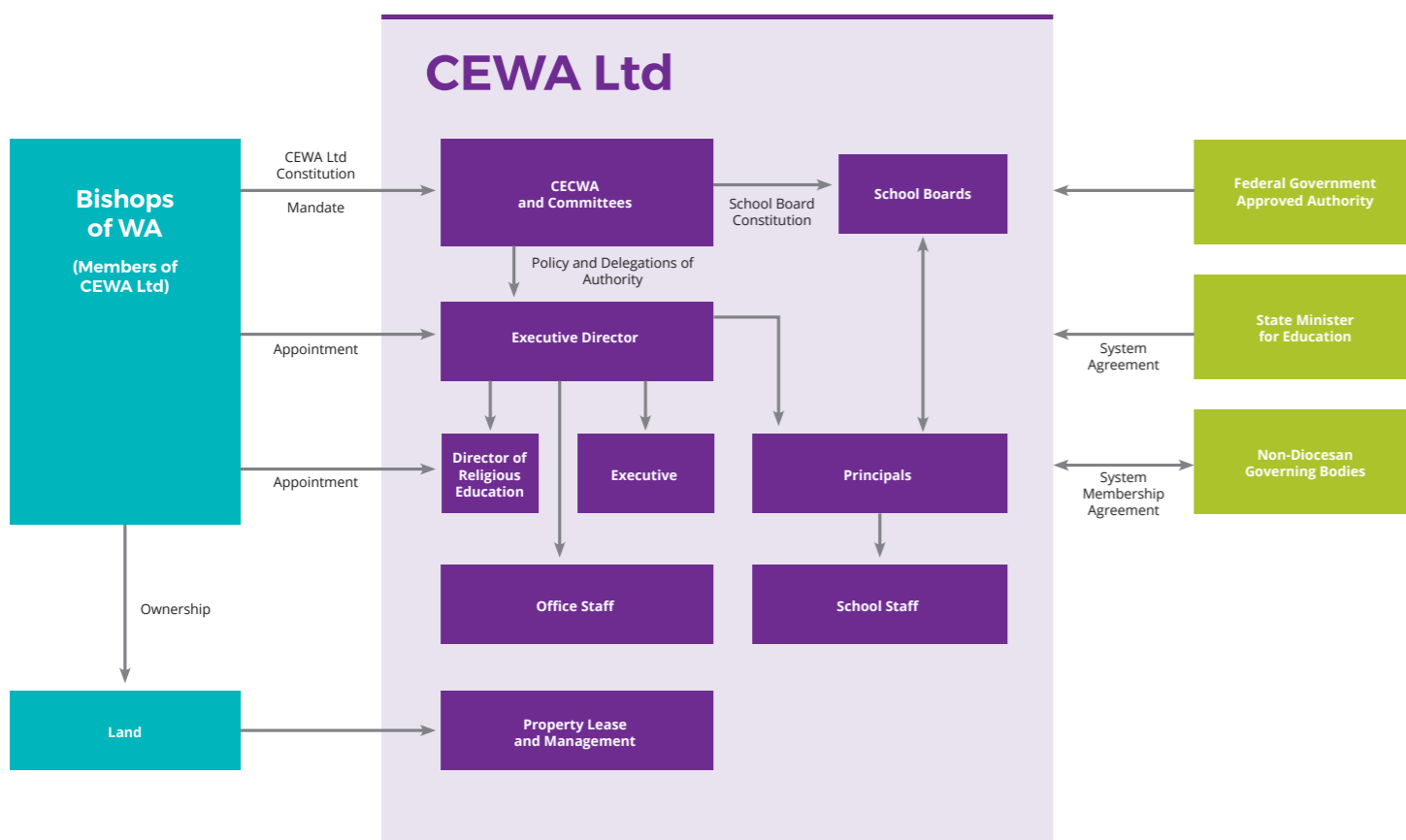
In May, the Bishops decided to move forward with incorporation, and work began towards an incorporation date of 1 January 2020. The project developed for this transition was managed through multiple work streams, including:

- 1 Regulatory
- 2 Taxation
- 3 Governance
- 4 Registration
- 5 Employees
- 6 Contracts
- 7 Property
- 8 Risk
- 9 Finance, Accounting and Reporting
- 10 Communications

Catholic Education Western Australia Limited (CEWA Ltd) was incorporated in June 2019 under the Corporations Act 2001, making it a Company limited by guarantee and registered with the Australian Securities and Investments Commission (ASIC) and Australian Charities and Not-for-profits Commission (ACNC).

The work completed in 2019 allowed CEWA Ltd to be ready to commence operation on 1 January 2020, with CEWA Ltd incorporating the operations of 147 Diocesan schools, CEOWA, Catholic Schools (WA) Long Service Leave Fund, Catholic Schools (WA) Co-responsibility Building Fund, Teacher Housing and the Catholic Education Commission of WA Trustees Inc (Block Grant Authority).

## New Corporate Structure





# Catholic Education Western Australia

## Executive Director's Letter



Catholic Education Western Australia (CEWA) is an expansive and diverse system. It is a system that, across the length and breadth of our State, comprises a diversity of individual school and office communities, individual student cohorts, individual classes, and individual students. Each of these students has their own God-given gifts, and their own learning and achievements to show for the 2019 school year.

The *CEWA Annual Report* cannot seek to neatly wrap up a year's worth of great work that has taken place in each of our schools and offices, or reflect on the achievements of individual or even groups of students.

What it does hope to achieve is to highlight significant initiatives and outcomes for 2019. It lays out system-wide strategies, projects and programs that have fostered excellence in learning, affirmed our stewardship of limited resources and supported the formation of children in a Christ-centred education.

After a great deal of work in 2018 developing the *Catholic Education Commission of Western Australia Strategic Directions*, 2019 was a year in which we sought to wholly align system initiatives and approaches to school support work with these Directions. It was also a year in which we sought to communicate the Strategic Directions to school communities, and work with school leadership teams to envision how the Directions would shape the ongoing work of their staff and cultures of their schools. Our ongoing commitment to key initiatives like our *Child Safe Framework*, *Transforming Lives: Strategy 2025*, and *Vision for Learning* is embedded in the Directions, and in 2019 the further adoption of *Strategic Directions* provided clarity for our broader system.

“one of the greatest joys that any educator can have is to see a student turn into a strong, well-integrated person, a leader, someone prepared to give”

Pope Francis, *Christus Vivit*

There are examples of some of the wonderful work that took place throughout 2019 in this report, and some broad statistics speaking to the achievements of our schools, staff and students. One important focus area for the year however, was the preparatory work that went into ensuring our system was ready for incorporation, with CEWA becoming a company as of January 2020.

This change to our governance structure will give CEWA greater transparency and clarity in operation, and strengthen our legal, risk and financial compliance frameworks, and while these benefits will be felt in the years ahead, it was the work of the staff members involved in consulting and planning that led to a smooth transition in this process.

In his 2019 Apostolic Exhortation, *Christus Vivit*, Pope Francis noted that “one of the greatest joys that any educator can have is to see a student turn into a strong, well-integrated person, a leader, someone prepared to give”. This sentiment is true for those of us who are educators, for those of us in our system who support educators. Defined by our *Strategic Directions*, we are encouraged to reflect on the successes of 2019 and consider how we continue to serve children and young people, preparing them for a future centred in excellence, pursuit of human dignity and common good.

A handwritten signature in black ink that reads "Debra Sayce".

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



# Executive Team 2019

CEWA's Executive Team as at December 2019



Prior to her appointment, Debra was Director of Religious Education at Catholic Education Western Australia, a role in which she was responsible for leading Catholic Identity, religious education and faith formation. A published author and lecturer at Notre Dame University, Debra has extensive experience in the education sector, focused on religious education, health and physical education and biological sciences. She is a member of the CECWA, National Catholic Education Commission, Australian Catholic Disability Council and Executive Council of Plenary 2020.

**Dr Debra Sayce**

*Executive Director*

Peter has held school leadership positions across the state for the past three decades, including three principalships, as well as completing an appointment to the Religious Education and Curriculum Committee for Catholic Education Western Australia. Over his extensive years of service to Catholic schools in WA, Peter has fostered faith-filled learning communities and has promoted the distinctive identity of the Catholic faith and tradition in the schools he has led. Peter's depth of understanding, service and direction in the areas of Catholic identity and educational leadership are needed now more than ever, at this challenging time for schools in Catholic education.



**Pete Yensch**

*Deputy Executive Director  
Director Religious Education*

Gerry has extensive corporate finance, financial planning and management experience gained in international environments in public and private sector organisations. He was previously Advisor to the OPEC Fund for International Development and holds formal qualifications as a Fellow of the Certified Practising Accountants (Australia), Fellow of the Chartered Association of Certified Accountants (UK) and has a Masters Degree in Business Administration.



**Gerry Doyle**

*Director Finance, Planning  
and School Resources*



**Dr Tony Curry**

*Director Leadership and  
Employee Services*

An experienced Catholic school principal and published author, Tony is responsible for driving school improvement across the system along with holding responsibility for leadership and regional offices. Tony's career has spanned both primary and secondary settings across WA, as well as previously coordinating the leadership team at Catholic Education Western Australia. He holds three masters degrees and a Doctorate of Education.



Eileen is an instructional leader who has extensive teaching and leadership experience in schools across three countries. She has held principalships in both regional and metro schools in WA. Prior to taking up her current role, she was a School Improvement Advisor with CEWA, leading school improvement initiatives with school leadership teams. As Director Teaching and Learning, she is responsible for providing guidance for schools in the areas of Aboriginal Education, Early Years, Curriculum and Students with Disability.

**Eileen Climo**

*Director Teaching and Learning*

Edward is responsible for a diverse portfolio of teams, including Strategy, Communications and Marketing, Administrative Services, Legal, Records Management and Audit and Compliance. He also leads the operational aspects of the CECWA. Edward's background is in policy and strategy development, Government liaison and project management. He holds a Doctorate of Education and Masters in Educational Management from UWA and completed his Company Directors at AICD in 2017.



**Dr Edward Simons**

*Director Governance, Strategy  
and Digital Technology*



# Our 2019

## WACE Results

**5,091**

Year 12 students enrolled in CEWA schools

**4,988**

Full time students eligible to achieve WACE

**WINNER TOP ATSI**

General Exhibition ATSI

**6**

General Exhibition Awards

**8**

Subject Awards

**51**

Subject Certification of Excellence

## VET Results

**43.4%**

Students who completed VET Certification II or higher

**4**

VET Exhibition Awards

**10**

VET Certification of Excellence

## Bishops' Religious Literacy Assessment

**14,938**

Students in Years 3, 5 and 9 participated

## Year 12 Graduation

% of year 12 students who achieved WACE

**CEWA 95.6%**

**ALL WA 91.6%**

**2,209**

Year 12 students have successfully completed **Certificate II** or higher since Year 10



CEWA students represented

**17%**

of Year 12's in WA taking WACE exams



CEWA schools represented

**34%**

of the top 50 schools for median ATAR score

## Accreditation Participation

**1,187**

Total accreditations achieved in 2019

**196**

Accreditation to Teach in a Catholic School

**384**

Accreditation to Work in a Catholic School

**562**

Accreditation to Teach Religious Education

**45**

Accreditation for Leadership In-service

**704**

Orientation Participants

## Early Learning

**1,556**

Pre-kindergarten students

**134**

Schools offering early learning programs

## New Schools

**2**

New schools open for 2020

Our Lady of Mercy College, Australind

St Martin de Porres, Broome (CARE School)

## Students with Disability

**7,088**

NCCD Funded

## Students in CARE schools

**360**

Students in CARE schools

**5**

CARE schools

## Aboriginal students

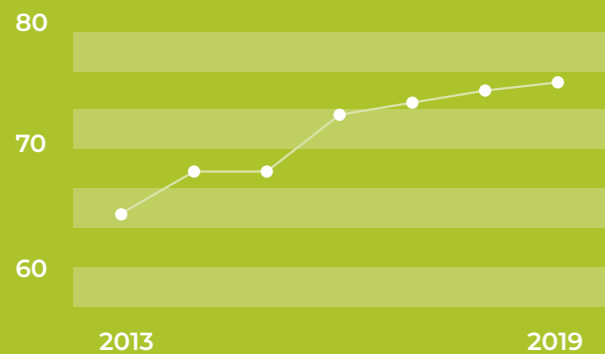
**3,082**

Aboriginal and Torres Strait Islander students



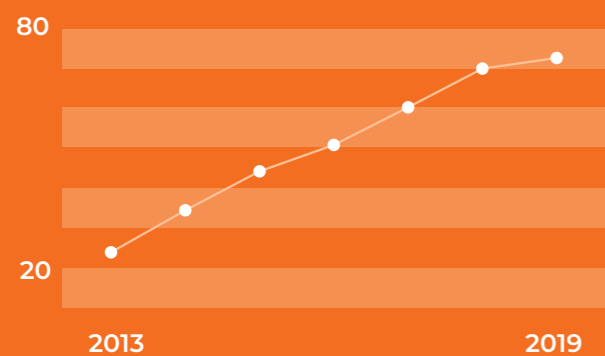


## Early Years Learning



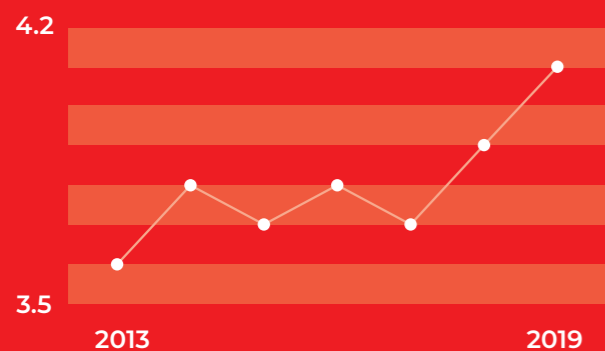
Number of schools with Pre-kindergarten students

## Out of Hours School Care




Increase of CEWA schools offering OSHC services

## Aboriginal Education



Percentage of Aboriginal students in CEWA schools



# 161

## SCHOOLS

24

Schools with Education Support Centres

75

Schools with Pre-K Programs for 3 year olds

5

CARE Schools Curriculum and Re-engagement Education

134

Schools with Kindergarten

12

Schools with Boarding Facilities

68

Schools with Outside School Hours Care

3

Long Day Care Facilities

# 76,714

## STUDENTS

18% of WA school students

3,082

Aboriginal and Torres Strait Islander students

7,088

Students with Disabilities  
NCCD funded - CEWA system schools only

10,582

STAFF

8,039

Teaching Staff

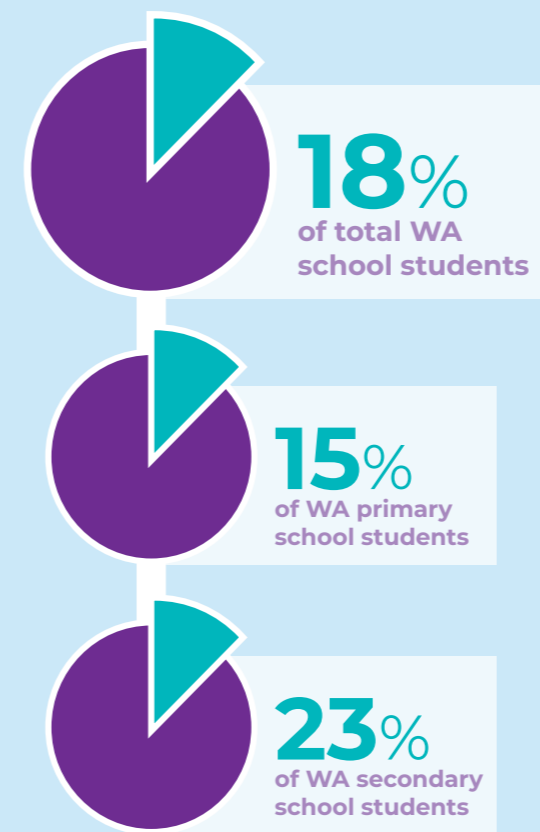
2,543

Non-Teaching Staff

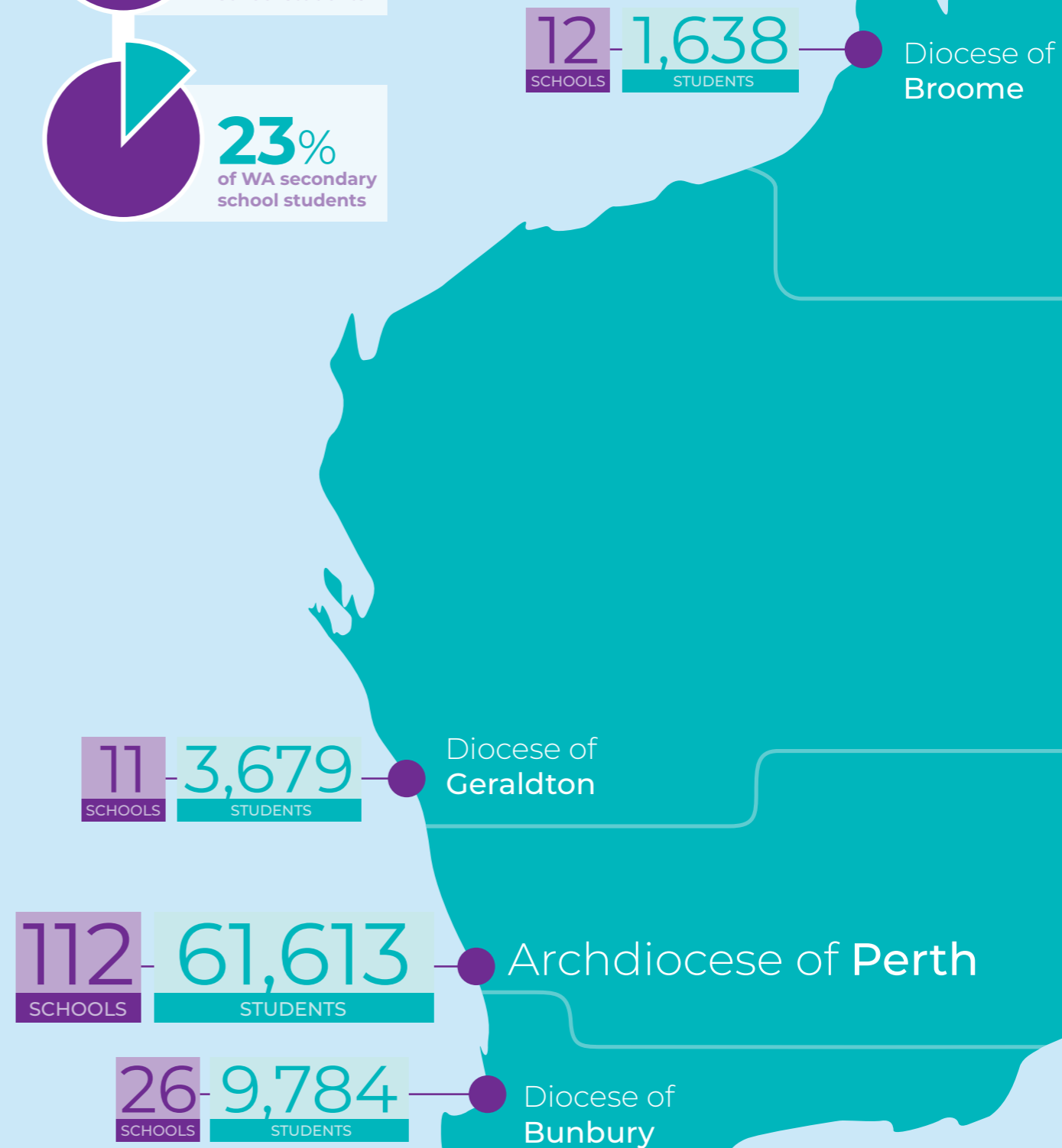
# 4

## Dioceses

Western Australia



Almost **77,000** students





# Strategic Initiatives

## Vision for Learning

As a Christ-centred child-focused community CEWA endeavours to inspire all students to actively live the Gospel.

With the system Vision for Learning being launched in early 2019 the Teaching and Learning Directorate worked alongside school leadership teams, teachers, and support staff to develop a deeper understanding of this Vision. A number of schools partnered with CEWA consultants to articulate their own contextual school wide pedagogy and this work continues to be a focal point going forward.

A range of school resources have been developed and released through a 'train the trainer' approach. These resources are being utilised by both the consultants who partner with the schools and by the schools themselves to continue to develop learning environments that allow children to collaborate, innovate, create, appreciate and think critically within a Catholic world view.



## Transforming Lives: Strategy 2025

In 2019, the CEWA Aboriginal Education Team continued to lead projects to enact *Transforming Lives: Strategy 2025* across CEWA offices and schools. This included the development of Transforming Lives planning kits for all Senior Leaders, Culturally Responsive Pedagogy professional learning, a measurement and reporting tool in Power BI, and the expansion of the Transforming Lives Engagement Offer project. In addition, the Aboriginal Education Team engaged almost a third of all Catholic schools in the Aboriginal Education Improvement Map (AEIM) process, designed to support school improvement. Helping schools to map their Transforming Lives journey, the AEIM process supports the achievement of all four of the Strategy's Bold Goals, with a direct link to the foundational goal of "all Catholic schools becoming culturally competent".

The Aboriginal Teaching Assistant (ATA) Conference, held in Perth from 21 to 24 October, also contributed to the realisation of the Strategy's goals, as did the ongoing success of projects, such as the Aboriginal Families as First Educators playgroups.

Throughout the year, the Aboriginal Education Team worked to promote and communicate the Strategy more broadly, with the development of an online landing page and resources.

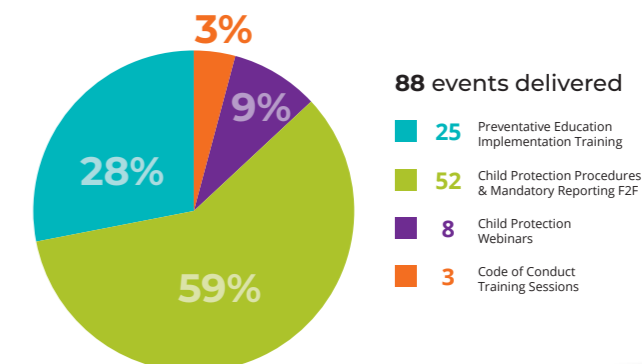
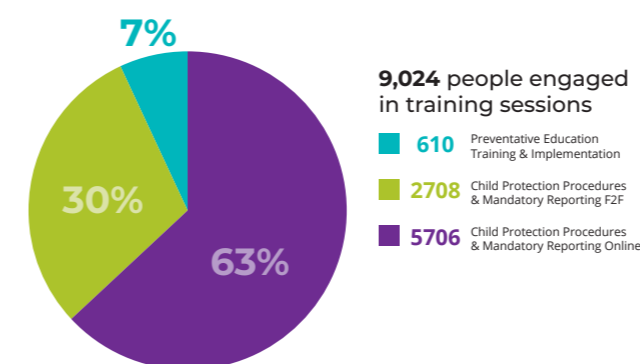
## Child Safe Framework

2019 saw the continued implementation and review of CEWA's *Child Safe Framework*, focusing on the key practices of Extended Guardianship, Healthy Respectful Relationships and Situational Prevention.

The Framework was independently reviewed by researchers from the University of New South Wales, who recognised it as meeting the National Principles for Child Safe Organisations and the CPSL (Catholic Professional Standards Ltd) National Catholic Safeguarding Standards.

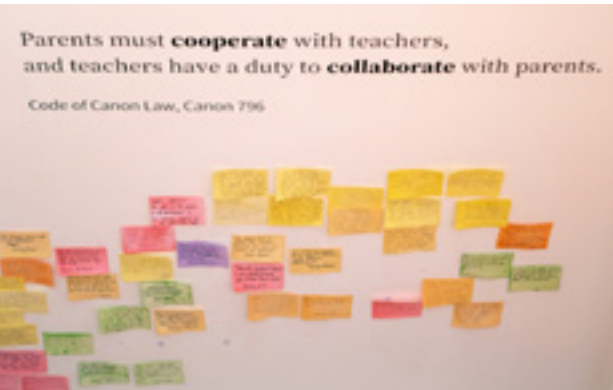
Online access to training for school staff in Child Protection Procedures and Mandatory Reporting was expanded in 2019 to assist schools in meeting registration standard requirements. Face-to-face training continued to be offered in areas of need. Implementation of the Keeping Safe Child Protection Curriculum received a boost with new Key Trainers being inducted. Ideas for resources, implementation as well as mentoring were offered to schools through the Child Safe Team's key trainer, Justine O'Malley.

The Team collaborated with the Archdiocese of Perth to bring Fr Hans Zollner to Perth. He gave his global perspective on child safety in his capacity as president of the Centre for Child Protection (CCP) at the Pontifical Gregorian University. Another collaboration with the Archdiocese of Perth saw CEWA's Executive Director, Dr Debra Sayce deliver the keynote address at the Archdiocese' Safeguarding breakfast as part of National Child Protection Week. Hers was a call to action for everyone to work together on modelling healthy respectful relationships to our young people.





# Key Initiatives and Areas of Work



Parents must **cooperate** with teachers, and teachers have a duty to **collaborate** with parents.

Code of Canon Law, Canon 796

**86**  
New Catechists

**207**  
Sacramental workshops

**12,000**  
Total participants in 2019



## The LoFT

In 2019, The LoFT (Learning our Futures Together) project was established to gain community input into the redevelopment of CEWA policies.

Students, parents, staff, leaders and community members participated in a series of policy development workshops, utilising a dedicated space at the Catholic Education Centre in Leederville to encourage discussion, sharing, collaboration and reflection.

## Catechist Service

In 2019, the new parish Religious Education program Gathered in My Name was substantially completed, with Year One resources written and Year Two resources published, joining the previously published Years Three, Four, Five and Six resources.

Throughout the year the Catechist Service Team also continued to provide training and formation opportunities for new and existing Catechists, a core aspect of their ongoing work. Archbishop Timothy Costelloe commissioned 86 new Catechists at a commissioning Mass at St Mary's Cathedral in November, and conferred the Papal Blessing on 38 Catechists who had each given at least 10 years of service.

The Catechist Service Team facilitated 177 Sacramental workshops for parents and children, and 30 for parents only, with approximately 12,000 participants from Parish and Catholic school communities.

## Evangelisation Committee

For staff based at CEWA offices, the Evangelisation Committee provided opportunities throughout 2019 to engage in their faith and grow spiritually.

The Committee's four main focus areas were Building a Faith Community, Celebrating Liturgy, Developing Spirituality and Prayer, and Understanding Faith.

Activities supporting these focus areas included fundraising events to support ACRATH (Australian Catholic Religious Against Trafficking in Humans), Caritas, Lifelink and the Cancer Council, as well as collection of goods for St Vincent de Paul Society's back to school campaign. The Committee also organised a staff retreat with theologian John Honner, and reflections and opportunities for prayer throughout the year. The Committee also supported office staff engagement in the Plenary Council process.

## Teaching and Learning

Throughout 2019, the Teaching and Learning Directorate supported schools in strengthening partnerships with families, communities and external agencies.

This included scoping the support provided for students with disability, as well as establishing the Teaching and Learning Data Working Group, who were tasked with assessing how the data collected by the Directorate could best be utilised to inform teaching and learning improvements.



## Students with Disability

In 2019 the CEWA Students with Disability Team worked to ensure that every student with disability in Catholic schools and colleges received the support needed to learn, to grow spiritually and academically alongside their peers within a supportive and inclusive learning environment.

To assist schools in meeting the needs of all students with disability, the SWD team worked responsively to develop comprehensive resources particularly in the area of Individual Education Plans for both Primary and Secondary schools. The team responded to the needs of schools with frequent consultation and by providing professional learning sessions. In addition to these supports, the SWD team worked together to implement the recently developed SWD2 Module. The module provides a more streamlined online method for schools to submit applications for all students eligible for additional funding under the School Support Program.

Continually reviewing resources and supports for schools, the SWD team developed a series of Transition to Adult Life resources. TAL resources were developed to provide a framework for secondary schools in the important transition phase as students with disability transition from school to adult life. This framework highlights students' particular strengths and capabilities while, most importantly, focusing on identifying each student's aspirations as they prepare for life after school.

A significant focus for the team in 2019 was to provide targeted professional learning opportunities to support schools with the process of Nationally Consistent Collection of Data. In providing this data each school was supported in Clarifying the requirements of the NCCD. This included school staff having the opportunity to clarify and consolidate their understanding of the four levels of teaching and learning adjustments, identifying what evidence is required to demonstrate the implementation of adjustments for students with disability and to help schools follow the recommended processes in accurately meeting all requirements of the NCCD process. A series of webinars was developed by the team and offered to all schools to provide disability-specific information to strengthen educators' understanding of the needs of students with disability and how to best support them.

The Students with Disability Team continued throughout 2019 to provide advice and direction to Catholic school leadership teams on issues related to students with disability and to promote best educational practices to enhance access, participation and learning outcomes for students with disability across Western Australia.





## School Improvement

The CEWA School Improvement team oversaw a wide remit of work in 2019 to promote and enhance leadership capacity and school development across the Catholic Education system.

2019 was a productive year for the School Improvement Team with the extension of leadership programs covering all career and development phases and the embedding of partnerships with Church, universities and professional organisations.

### School Cyclic Reviews

In 2019, a total of 30 School Cyclic Reviews were undertaken. The School Cyclic Review processes involved Panel Chairs (present or past Principals), Peer-Principals, senior CEWA staff, school staff, students, parents, parish priests, School Board members, and P&F members.

### Sponsored Programs in Aboriginal Education

During 2019 CEWA sponsored a total of 87 Aboriginal Employees under initiatives from the Aboriginal Employment Strategy. This included:

- Kimberly Upskilling Project, with 25 ATAs enrolled in a Certificate IV Education Support and 15 enrolled in a Certificate III Education Support.
- Perth ATA Upskilling Programs with 10 enrolled in a Certificate III Education Support.
- Deakin and Charles Darwin University Teacher Training project with 6 enrolled.
- Aboriginal Cadetship program has 6 cadets studying teaching and working in Catholic Schools.
- There were 25 other Aboriginal Educator Scholarship Recipients who received Scholarships to assist with studying a variety of qualifications at university and TAFE as well as to access targeted PL and courses.

### New Principal Appointments

30 new principals were appointed to schools across the state, 15 of those were new principals in their first appointment with CEWA.

### Principal Review Process

Nineteen CEWA principals underwent a Principal Performance Review in 2019 - 13 primary principals, 3 secondary principals and 3 composite principals. The Principal Review processes involved Peer Principals, senior CEWA staff, school staff, School Board and P&F Executive members and parish priests.

### Kimberley Calling Program

In 2019, 102 Kimberley Calling applications were received. Of those, 21 were teachers from WA Catholic schools. Seventy applicants were shortlisted and interviewed. 57 applicants were recommended by the panel and 34 were appointed to positions in a Diocese of Broome Catholic school beginning in 2020.



### Scholarships

CEWA had a scholarship budget of approximately \$700,000 dollars for 2019, which was awarded to recipients of seven different scholarships:

- Year 12 Graduate Scholarship
- Country Practicum Scholarship
- Professional Development Scholarships for Teachers
- Professional Development Scholarships for Non-Teachers
- Graduate Certificate in Catholic Leadership Scholarship
- Graduate Incentive Scholarship
- Doctoral Scholarship

Ten Year 12 Graduate Scholarships were awarded to CEWA school graduates who achieved an ATAR score of 90 or higher in the previous year, and had chosen to study a teaching degree at The University of Notre Dame Australia. This scholarship has been in place since 2010, with ten recipients selected each year.

Out of the seven scholarship categories, the greatest amount is invested in Professional Development Scholarships for Teachers (approximately \$270,000 in 2019), recognising the importance of skilled teachers, committed to their own ongoing learning in order to better serve their students learning needs.

2019 was the second year that applications had been submitted through an all-online process, with a system-wide promotion of the program, developments which saw a significant increase in applications from previous years.

### Talent ID

Over the course of the year, 186 candidates participated in the CEWA Talent Identification Program. The Program was open to all CEWA staff, school and office-based, regardless of whether or not they were employed in formal leadership roles. Of the 186 candidates, 135 (73%) were female and 51 (27%) were male. 65 (35%) of candidates were drawn from primary, 44 (24%) from secondary, 47 (25%) from composite schools, (2) 1% from the Catholic Institute of Western Australia and 28 (15%) from CEWA offices.



30  
School Cyclic Reviews

50  
ATA's enrolled in Cert III and Cert IV Education Support



102 Kimberley Calling applications | 34 appointed to Broome schools

186 candidates participated in the CEWA Talent ID program

2  
Doctoral Scholarships

13  
Graduate Certificate in Catholic Leadership Scholarships

36  
Professional Development Scholarships for Non-teachers

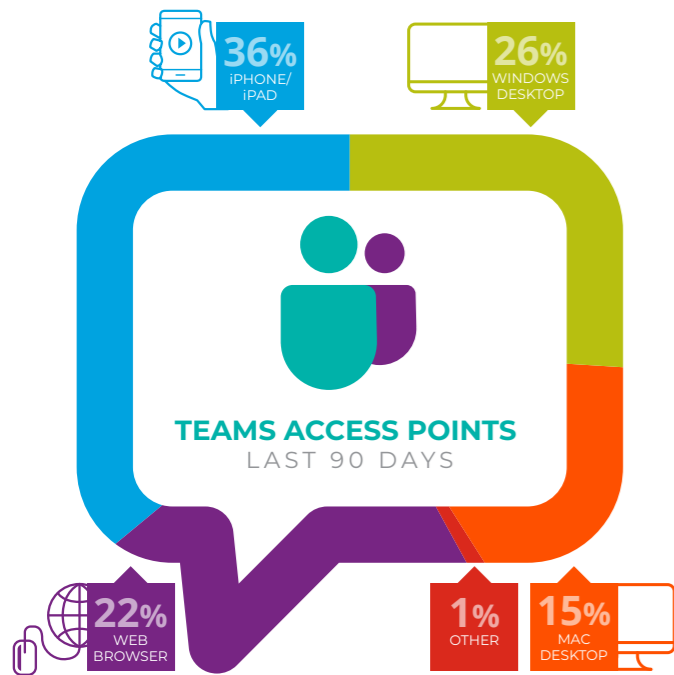
163  
Professional Development Scholarships for Teachers

27  
Country Practicum Scholarships

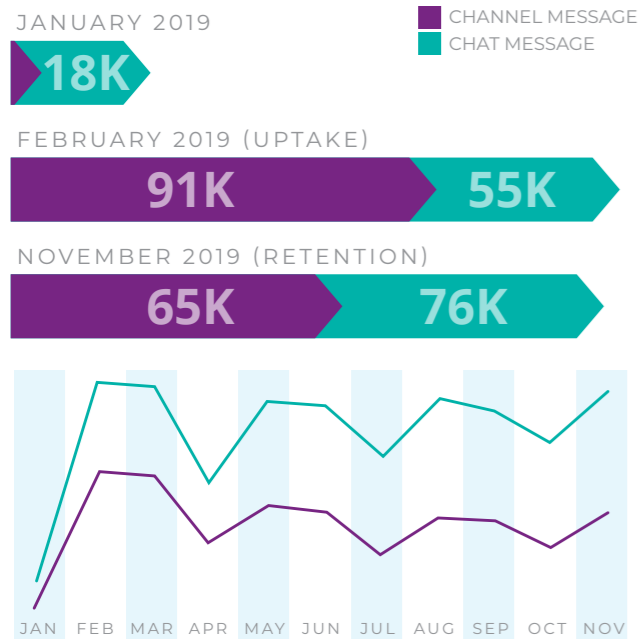
2  
Graduate Incentive Scholarships

10  
Year 12 Graduate Scholarships





### 2019 Teams collaboration



### Webinar / Virtual Conference offering and participation

Date Category	External Guests	Live Participants	Members in Virtual Conference Team	Online Views	Participating CEWA Schools	Sessions Offered
Term 4, 2018	0	39	171	126	8	12
Term 1, 2019	0	78	208	197	18	16
Term 2, 2019	10	150	640	308	32	28
Term 3, 2019	39	48	1405	557	63	46
Term 4, 2019	127	1487	2000	399	62	50

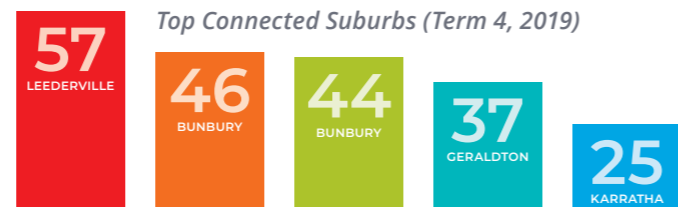
## Digital Technology

### Webinar Week and Virtual Conference

In 2019, the Webinar Week and Virtual Conference series supported professional development and leveraged the existing expertise of staff members across the system. Participant numbers increased each term.

#### Most attended sessions in 2019:

- My Favourite OneNote Features (DT)
- OneNote for Flexible and Effective Learning Environments (DT)
- You Can't Ask That (Aboriginal Education)
- Flourishing Classrooms (Psychology)
- Well-being in Education (Psychology)



#### Most watched videos from 2019:

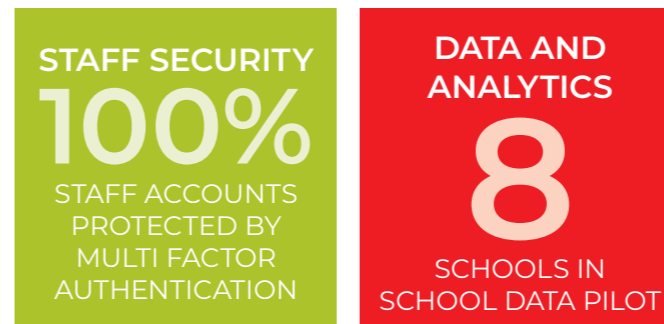
- 10 Steps to Completing an IEP (SWD)
- Understanding Autism Spectrum Disorder (SWD)
- Challenging Conversations (Psychology)
- Introducing and Teaching Reading Comprehension Strategies (Curriculum)

### Administration of Schools (AoS)

As part of CEWA's ongoing digital transformation, 47 schools migrated to the Administration of Schools (AoS) platform in 2019. AoS is an advanced and comprehensive central administration system, which simplifies finance, enrolments and school management for CEWA schools and colleges.

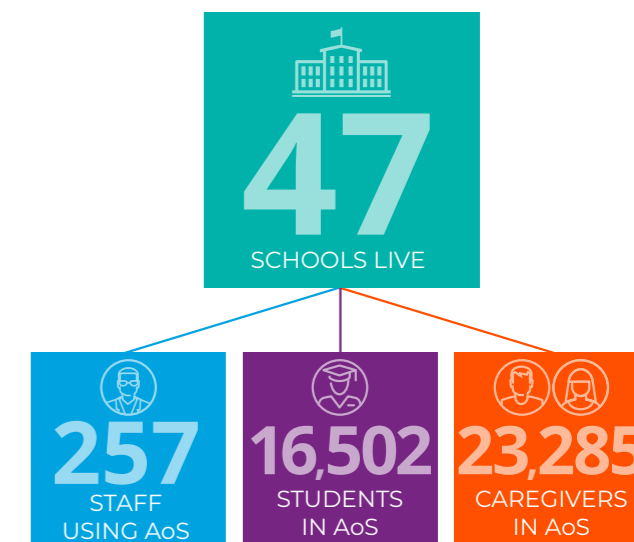
### Vision for Learning

CEWA's Vision for Learning provides a foundation for teacher practices and improvements in student outcomes across the system. Supporting this Vision requires the capacity to find new opportunities to enhance and support learning and development of children, young people, and our educators. Central to CEWA's strategy has been the development of a single digital ecosystem that facilitates sharing of teaching ideas and resources and increases the effectiveness and security of digital technologies used in the classroom.

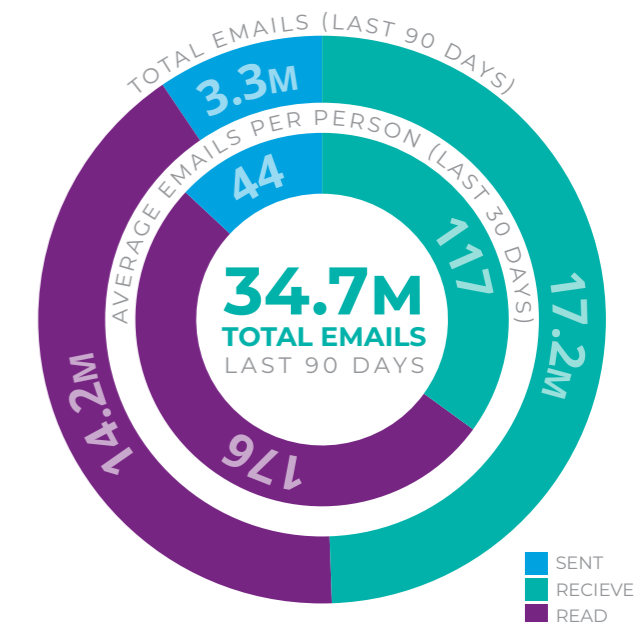


### AoS ROLLOUT

AS OF DECEMBER 2019



### Email statistics for last 30-90 days of 2019





# Psychology Services

All CEWA schools have access to a range of psychology services to support both students and staff, and many of these schools are supported by the Catholic Education Psychology Team.

This team, part of the Leadership and Employee Services, employed 16.3 FTE Psychologists in 2019, providing support in:

- Mental health and wellbeing
- Learning
- Behaviour
- Attendance
- Crisis response

The CEWA Psychology Team works directly with students to assess the student's individual needs and recommends interventions as well as working extensively with staff to build capacity within schools through training and consultation.

Every Catholic school in WA is allocated a 'Contact Psychologist'. Services available to every Catholic School in Western Australia include:

- Serious and critical incident response support
- The building of capacity of staff through centralised and school-based professional learning
- Assisting with the development and implementation of whole school systems, policies, processes and programs
- Consultation with the Principal or their nominee in relation to attendance, behaviour, mental health, learning or crisis response
- Consultation with school employed mental health practitioners including psychologists, social workers, youth workers and counsellors
- Building communities of practice for school based mental health practitioners
- Building communities of practice for pastoral care and wellbeing leaders
- Providing resources

A major strategic focus of this service is prevention therefore primary schools and country schools that do not employ their own psychologist can access the following services:

- Referral of students for learning / cognitive assessments and intervention
- Referral of students for behaviour assessments and intervention
- Referral of students for a risk assessment when there are concerns of possible harm to themselves or others
- Support with student case management
- Liaison with relevant external service providers



Over the 2018/2019 financial year, the CEWA Psychology Team's provided the following assistance:

**738**  
individual students received direct services

**2,273**  
consultants were provided to schools

**2,993**  
educators received professional development



# Virtual School Network (ViSN)

**ViSN in 2019**

**120**  
ViSN Course Enrollments

**22**  
Schools Involved in ViSN

## Year 11 courses delivered

- ATAR Biology
- ATAR Chemistry
- ATAR Earth & Environmental Science
- ATAR Economics
- ATAR English
- ATAR Geography
- ATAR Health Studies
- ATAR Human Biology
- ATAR Maths Specialist
- ATAR Modern History

## Year 12 courses delivered

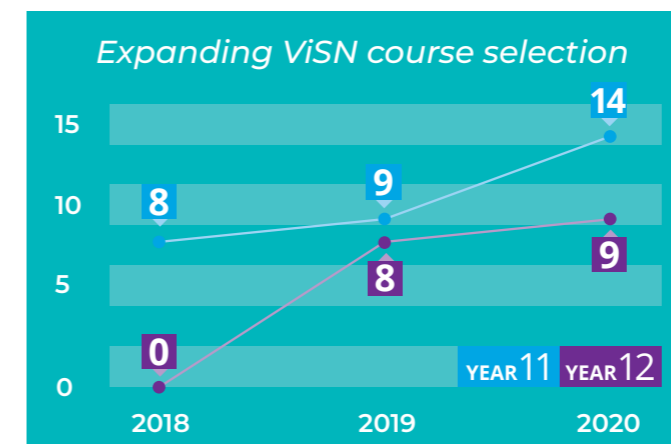
- ATAR Biology
- ATAR Economics
- ATAR English
- ATAR Geography
- ATAR Health Studies
- ATAR Human Biology
- ATAR Maths Specialist
- ATAR Modern History



CEWA's Virtual Schools Network (ViSN) initiative, which began in 2018, continued to grow and support students with new study opportunities in 2019.

Along with more courses and students enrolled, a camp was added to the ViSN program at the start of the year, allowing students and educators to meet and establish bonds in person, ahead of a year of learning online. The camp proved a valuable addition to the ViSN course and was planned to be repeated for future years.

ViSN was also awarded the United States Distance Learning Awards (USDLA) Innovation Award in May.







## Aboriginal Families as First Educators (AFaFE)

The Aboriginal Families as First Educators (AFaFE) program continued in CEWA schools across the State in 2019, the fourth year of operation.

AFaFE playgroups reflect the principle of Catholic schools working in partnership with families as children's first teachers, and strengthen trust, skills and confidence in parents and caregivers while supporting the development of positive and supportive relationships between families and schools. Through the playgroups, Aboriginal children are given support in school readiness in culturally aware and supportive environments.

In 2019 AFaFE playgroups were running at 13 schools across WA, with 313 children from zero-four years of age and 300 parents and caregivers participating.

Importantly, the AFaFE program aims to provide Aboriginal educators with unique opportunities for training and employment. In 2019, 25 of the 30 staff employed in the program were Aboriginal.

Throughout the year, AFaFE staff participated in professional learning focused on child development and working directly with parents.

In 2019 AFaFE's project manager and the CEWA Aboriginal Education Team identified opportunities to align additional locations to correspond with the Transforming Lives Engagement Officer project moving forward.



**13 schools**  
had AFaFE playgroups in 2019

**313**  
children 0-4  
participating

**300**  
parents / caregivers  
participating

**25 staff**  
of the 30 employed by the  
program in 2019 are Aboriginal



## CATHOLIC ARTS

For over thirty years, CEWA has been committed to fostering and supporting the unique gifts, talents and interests of every student, encouraging them to develop so they can positively contribute to society.

The Catholic Arts calendar includes three main events. The first is the Angelico Exhibition, a prestigious visual arts exhibition held annually, and named after Blessed Fra Angelico, Patron before God of Artists. This exhibition gives students opportunities to exhibit creative works publicly.

The second event is the Performing Arts Festival for Catholic Schools and Colleges, which serves to help the students of Catholic schools and colleges experience the spirit and tradition of the performing arts. Open to both primary and secondary school students from CEWA schools, the performances were categorised into choral, drama, musical, instrumental, vocal and dance.

In 2019, more than 21,000 students took part in the festival. The Performing Arts Festival provides a unique opportunity for young people to perform in a public forum, developing the confidence, self-esteem and social skills.

The 2019 festival officially opened with a Mass on 25 July, with performances running from July to September and culminating with the festival concert at Perth Concert Hall on 16 September.

The third event is Carnevale which is a day-long colourful and dynamic event held in the city each September showcasing Primary and Secondary school students. Musicians, choristers and dancers perform on stage whilst interactive displays are set up exhibiting computers, live art, science, crafts, environmental and agricultural displays being done in schools. 2019 was the 30<sup>th</sup> year of the Performing Arts Festival and Carnevale was held in regional Bunbury.



The Performing Arts Festival runs over 3 months from July to September

**14 sections**  
with a range of dance, drama,  
choir and instrumental categories





# Events and Awards

## Catholic Arts 30th Performing Arts Festival

2019 was a year of significant milestones for CEWA's Catholic Arts program, an annual season of events that includes the Performing Arts Festival for Catholic Schools and Colleges, the Angelico Exhibition, and the Carnevale showcase.

The Performing Arts Festival involved more than 21,000 CEWA students from across the State, in its 30th year. In addition to the usual program of events, including the Festival Concert at the Perth Concert Hall, a celebration for the anniversary was held at the Catholic Education Centre in Leederville with guests invited who had been heavily involved in the festival since its inception.

Carnevale, a day-long showcase of music, song and dance, which usually takes place annually in an open public setting in the Perth CBD, was held in regional WA for the first time in 2019. More than 500 students from nine CEWA primary and secondary schools in the South West region, and three schools who travelled from Perth, took part in the event at Bunbury's Graham Bricknell Music Shell and Bicentennial Square.

Significant work was also done in 2019 to refresh the Catholic Arts website, with new branding and logos created for Catholic Arts, Angelico, Carnevale and the Performing Arts Festival.



CATHOLIC ARTS







**2**  
Citation  
Recipients

**12**  
Brady  
Medals

**35**  
Principals  
Commissioned

Forum 1  
**25**  
February  
2019

**182**  
Attendees

Forum 2  
**29**  
July  
2019

**450**  
Attendees

## Eucharist, Commissioning and Acknowledgment of System Leaders

The Celebration of the Eucharist, Commissioning and Acknowledgment of System Leaders is an event that takes place at the end of each school year. It acknowledges CEWA Principals for their leadership, and serves as an introduction and commissioning for Principals starting at new schools, or serving as Principals for the first time, in the following year.

In 2019, 35 Principals were commissioned for their roles beginning in 2020.

The event also serves as an opportunity to recognise the contribution of long-serving Principals retiring from their roles, with those having served ten years or more presented with the Brady Medal.

## Catholic Education Leaders' Forums

Two highly anticipated and supported calendar events each year, the Catholic Education Leaders' Forums were held in February and July.

Principals and system leaders participating in the February forum focused on the newly launched Strategic Directions through workshop sessions, as well as an introduction to the CEWA Vision for Learning. Abbot John Herbert OSB led a reflection centred on Pope Francis' Apostolic Exultation *Gaudete et Exsultate*.

The second forum for the year included school leadership team members in addition to principals, the second such event after the July 2018 forum, with the larger group of delegates again meeting at the Perth Convention and Exhibition Centre. The program revolved around the

'Inspiring Christ-centred' strategic direction, and was developed with input from Catholic principal, assistant principal and deputy principal association members. It also included updates on the key system initiatives of the Vision for Learning, Child Safe Framework and *Transforming Lives: Strategy 2025*.





# LEAD Awards

Fifty-five entries were received for the LEAD Awards in 2019, an awards program that recognises meaningful initiatives by CEWA schools that provide students with outstanding outcomes aligned with the principles of Learning, Engagement, Accountability and Discipleship.

Eight LEAD Awards and seven Merit Awards were presented to CEWA schools and colleges from across the Perth metropolitan area, with one award going to Sacred Heart School, Beagle Bay, in the Diocese of Broome. The 2019 awards were the first to include the Leaders' Choice category, with nominated initiatives profiled and votes cast at the July Catholic Education Leaders' Forum.

The awards presentation was held on 8 August and presented by WA Minister for Education and Training, Sue Ellery MLA.

The award aims to highlight 4 main areas of advancements which make up the word LEAD.

- Learning:** This category recognises outstanding school projects and initiatives that aim to inspire and support students in their learning and make a significant contribution to the educational outcomes of students and staff in Catholic schools.
- Engagement:** This category recognises the commitment and dedication of staff, students and parents in fostering Christ-centred learning communities centred on supporting the diverse needs of students, staff and the school community.
- Accountability:** This category acknowledges outstanding initiatives and projects that have or continue to provide an accessible, affordable educational choice for those families that seek a Catholic education. As well as resourceful projects that demonstrate a commitment to supporting the needs of students, staff and the community.
- Discipleship:** This category recognises the initiatives that have been demonstrated to align the modern models of Christ-centred leadership and focus on inspiring all in the school community to actively live the Gospel.



## LEAD Award Winners 2019

Learning	Engagement	Accountability	Discipleship
Orana Catholic Primary School, Willeton <i>Inspired to Create</i>	Mater Dei College, Edgewater <i>Whadjuk Gift</i>	Good Shepherd Catholic School, Lockridge <i>Sensory Motor Program</i>	Servite Catholic College, Tuart Hill <i>24/7 SERVE</i>
Whitford Catholic Primary School, Craigie <i>Boys Dance</i>	Sacred Heart School, Beagle Bay <i>Wellbeing and Mindfulness</i>	<b>Merit Award</b> St Anthony's School, Wanneroo <i>Edith Cowan University Project</i>	Prendiville Catholic College, Ocean Reef <i>Stations of the Cross Project</i>
<b>Merit Awards</b> Holy Cross College, Ellenbrook <i>Year 9 City Project</i>	St Anthony's School, Wanneroo <i>Parent Mathematics and Writing Nights</i>	<b>Leader's Choice</b> Emmanuel Catholic College and Hammond Park Catholic Primary School <i>The Final Year Experience</i>	<b>Merit Award</b> Xavier Catholic School, Hilbert <i>Homeless Sleepout</i>
St Helena's Catholic Primary School, Ellenbrook <i>Learning Without Borders</i>	<b>Merit Awards</b> Sacred Heart College, Sorrento <i>Choose Your Own Information Evening</i>	<b>LEAD People's Choice Award</b> Clontarf Aboriginal College, Waterford <i>Boonar Project</i>	
Sacred Heart College, Sorrento <i>Feed Forward Marking System</i>	St Brigid's PS, Middle Swan <i>Drumming Program</i>		

# ATA Conference

More than 100 ATAs from CEWA schools across the State gathered at the Catholic Education Centre in Leederville at the start of Term Four for the 2019 ATA Conference, sharing the Plenary Council theme 'Listen to what the Spirit is saying'.

The three-day conference included Principals, Key Teachers of Aboriginal Perspectives, and CEWA system leaders as delegates. Keynote presentations were delivered by Dr Miriam-Rose Ungunmerr (AO), Dr Noel Nannup, and the event concluded with a celebration of the Eucharist with Bishop Emeritus Justin Bianchini.

The biennial conference, coordinated by the CEWA Aboriginal Education Team with support from the Marketing and Communications Team, was a valuable opportunity for professional development and faith formation for ATAs, who play an important role in facilitating learning and supporting relationships between CEWA schools and Aboriginal communities, work which is key to Transforming Lives: Strategy 2025.

21-24  
October  
2019

100+  
Attendees



# Board Chair Conference

The Catholic Schools Board Chair Conference, held every second year to bring together board chairs from across the State, took place in Perth in September 2019, with more than 100 school board chairs and representatives taking part.

The conference was an opportunity for Board Chairs to better understand the significance of Strategic Directions in the context of individual school environments, to learn about the incorporation of CEWA and to actively participate in discussions about future governance and policy priorities for the system.

100+  
School board chairs and representatives







CEWA was a hosting partner in the 2019 Australian Catholic Youth Festival held in Perth, which brought thousands of young people from across Australia together, including hundreds of students from CEWA schools and colleges.

The festival has been held every second year since 2013, and in Perth stretched over three days, with talks, workshops, prayer and worship, music, and opportunities for learning and fun.

CEWA staff members played a significant role in planning teams, as well as helping coordinate the event in progress at the Perth Exhibition and Convention Centre, as well as presenting sessions and leading workshops.

## STEM Showcase

In 2019 the CEWA STEM (Science, Technology, Engineering and Mathematics) Showcase was held for the second time, with more than 900 primary school students taking part, a large increase in participants over the 2018 showcase.

CEWA Teaching and Learning Directorate staff worked closely with teachers in the lead up to the Showcase, providing professional learning, online support and face-to-face engagement through Terms Two and Three. Projects by almost 300 students from Pre-Primary to Year 6 from CEWA schools (across the Perth metropolitan regions and beyond) were on display as part of the Showcase, which was themed 'Technologies for the Future' and focused on Aboriginal people as the first STEM educators.

The STEM Stage enabled students to present these projects in an informal setting that encouraged questions and discussions.

Other activities included the STEM Slam, an interactive, hands-on space for students to engage in a series of activities, with a focus on embedding Aboriginal perspectives into STEM learning, and Camp Cardboard which provided an interactive aspect to the Showcase, allowing students to collaborate, problem solve and build.

The Showcase also included STEM education industry leaders presenting on services and resources available to schools and educators.

**900+**  
Primary students  
participated



CEWA has been involved in the 7 News Young Achiever Awards since they started as the WA Young Achiever Awards in 2016, and once again supported the CEWA Young Leadership Award category for the 2018/19 program, as well as the CEWA People's Choice Award category.

The CEWA Young Leadership Award was presented to young lawyer and Noongar woman Krista Dunstan by Executive Director, Dr Debra Sayce, at the Awards dinner in May. Ms Dunstan received the Award for her leadership in developing the policy and practice of organisations to improve access for Aboriginal people; she is a member of the WA Women's Hall of Fame, is a board member of the Museum for Freedom and Tolerance (WA) and the Western Australian Aboriginal Advisory Council, and is a recipient of the Human Rights Awards Young People's Medal.

The CEWA People's Choice Award was also presented by Dr Sayce, going to human rights advocate Drisana Levitzkey-Gray for her work advocating and raising awareness for the rights of deaf people, including the founding of the Deaf Film Nights initiative.



**24**  
June  
2019

**130**  
Attendees

## Catholic Schools Youth Summit

For the second year in a row, CEWA's Catholic School Youth Summit was held in both primary and secondary school formats in 2019.

Approximately 130 students in Years 10 to 12 from a broad range of CEWA schools participated in the July summit at the University of Notre Dame Australia's Fremantle campus, with presentations and workshop sessions addressing the theme of 'BE (the right) ATTITUDE'.

"I can do all things through Christ who strengthens me"

*Philippians 4:13*

A similar number of Year 5 students from 32 different CEWA schools met at Chisholm Catholic College in December for the primary summit themed 'Be the One', referencing the passage in Philippians 4:13 - "I can do all things through Christ who strengthens me".

The summits were coordinated by staff from the CEWA Religious Education Directorate and teams of Catholic school staff members, with support from CEWA office-based staff from other directorates as well as Catholic organisations including the University of Notre Dame Australia, Caritas and Catholic Youth Ministry.





# Financial Summary 2019

In 2019,  
parents contributed

**\$273.6m**

towards their child's education



**15%**  
of students  
benefited from the  
Health Care Card  
Scheme

Automatic fee concession for  
families with limited capacity to  
pay school fees



**\$44m**  
total value of  
fee support  
arrangements

Affordability measures ensure that  
every parent seeking a Catholic  
education for their child can do so





# 2019 Financial Report Summary

## Government Funding

\$ Million

### Recurrent Funding

#### Federal Funding

Australian Education Act Recurrent Funding <sup>(3)</sup>	\$639.3
Other Federal Funding	\$8.8

**Total Federal Recurrent Funding \$648.1**

#### State Funding

State per Capita Funding	\$217.9
Other State Funding <sup>(1)</sup>	\$15.3

**Total State Recurrent Funding \$233.3**

**Total Recurrent Funding \$881.3**

### Capital Funding

**Total Federal Capital Funding <sup>(1)</sup> \$8.3**

**Total State Capital Funding -**

**Total Capital Funding \$8.3**

**Total Federal Funding \$656.4**

**Total State Funding \$233.2**

**Total Government Funding \$889.6**

## Contributions from Parents

**Net Fees and Contributions from Parents <sup>(2)(3)</sup> \$273.6**

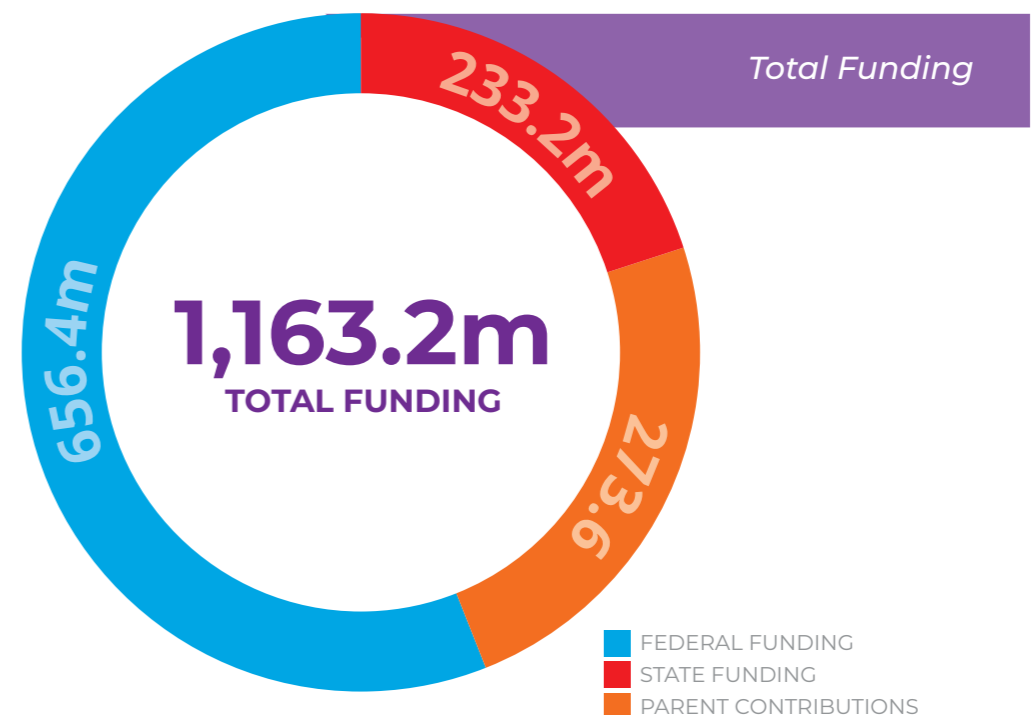
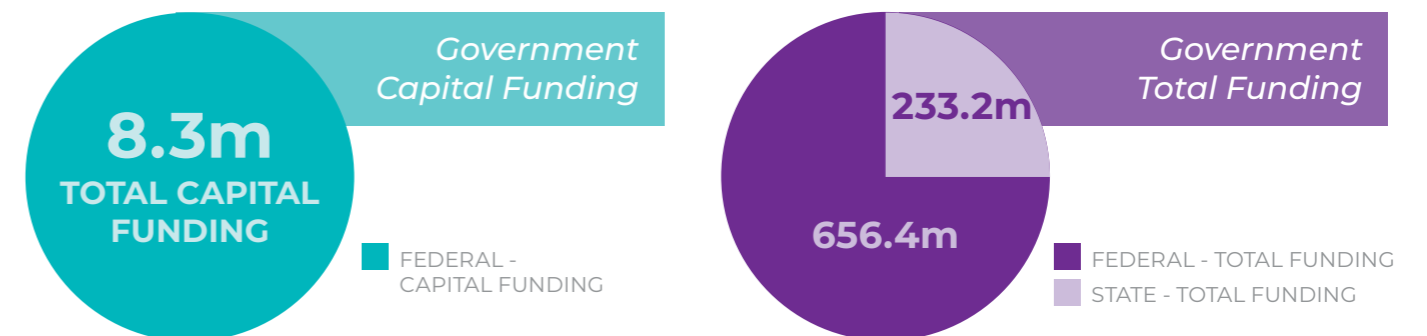
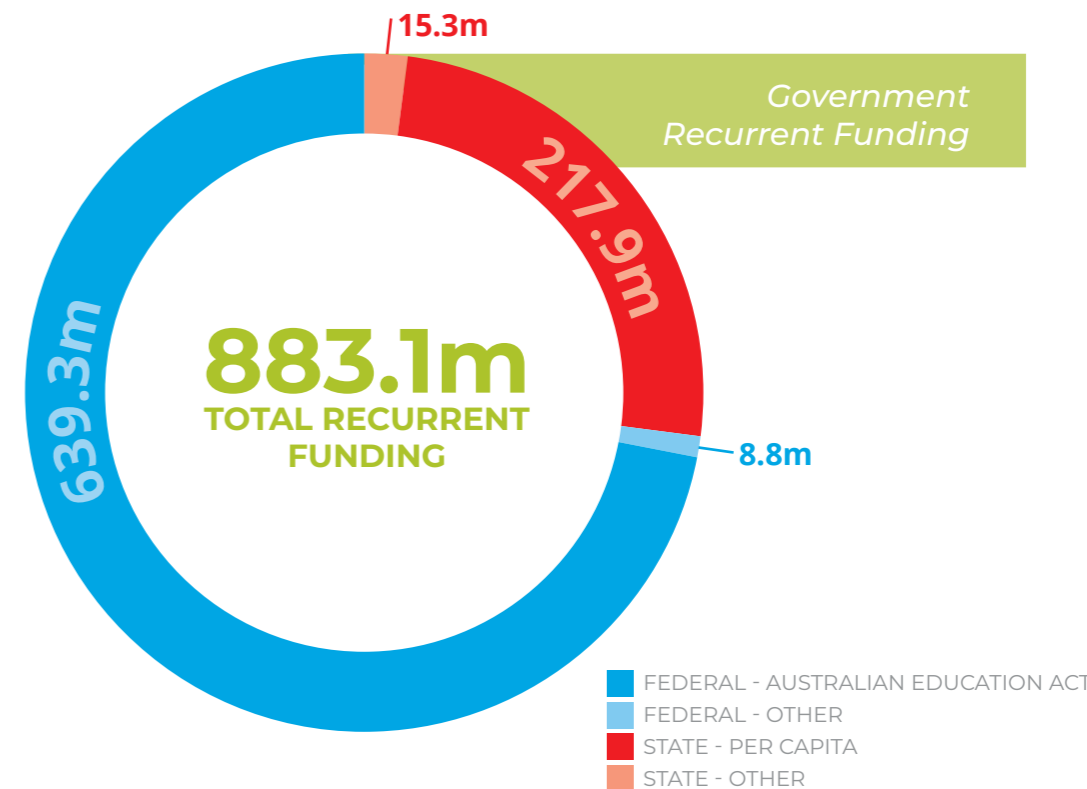
**Total Contribution from Parents \$273.6**

**Total Funding \$1,163.2**

(1) Includes income received during 2019 for programs disbursed on a financial year basis.

(2) Estimate for 2019

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





# Future Priorities



“ This is important: to get to know people, listen, expand the circle of ideas.

The world is crisscrossed by roads that come closer together and move apart, but the important thing is that they lead towards the Good.

”

*Pope Francis*



## Infrastructure Investment

In the next ten years, there will be sufficient demand for up to ten additional Catholic schools across the state.

CEWA aims to build new schools and expand capacity of existing schools in areas of WA experiencing significant enrolment demand and upgrading facilities in existing schools according to need.

While capital funding for non-government schools in Western Australia is currently reliant on parental contributions and school fees to service low interest loans, CEWA will seek Government support in providing fair capital loan arrangements for Catholic schools to ensure students in Western Australia have access to modern first class facilities – regardless of where they live or attend school.

## Supporting Resilient Communities

As well as being pivotal to supporting the sustained learning of children and young people, Catholic schools provide vital pastoral care and wellbeing support.

While mental health and wellbeing is increasingly being identified as a priority for schools, access to essential psychology services does not match the demand.

**1:500**

Recommended Psychologist to Student Ratio

**1:4800**

Current CEWA Psychologist to Student Ratio

CEWA will be seeking support to fund psychology services that meet the growing demand and give all students the best opportunity to be resilient and well rounded.





It rained and he got wet.  
Tomorrow I'll wear my coat,"  
said William.

On Monday morning  
William looked outside.  
"I don't get wet..."  
he said.  
"I don't get wet..."





**CATHOLIC  
EDUCATION**  
WESTERN AUSTRALIA



[www.cewa.edu.au](http://www.cewa.edu.au)

 *stay up to date at*  
[news.cewa.edu.au](http://news.cewa.edu.au)