



CATHOLIC EDUCATION  
WESTERN AUSTRALIA

# Annual Report 2017



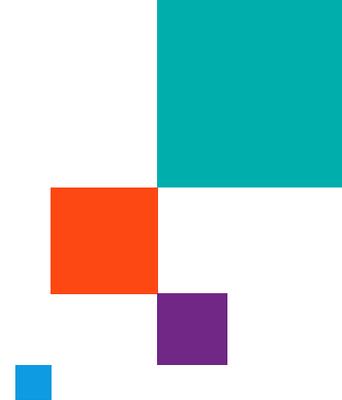


Loreto  
Nedlands



learning

# Contents



<b>Introduction</b>	<b>1</b>
<b>Submission to the Bishops of Western Australia</b>	<b>1</b>
<b>Catholic Education Commission of Western Australia</b>	<b>2</b>
Commission Membership	
Standing Committees	
Key CECWA Resolutions 2017	
<b>Executive Director's Report</b>	<b>4</b>
<b>Catholic Education Western Australia</b>	<b>5</b>
Executive Team	
<b>Fast facts</b>	<b>7</b>
<b>System Snapshot</b>	<b>8</b>
<b>Student Achievements</b>	<b>9</b>
<b>Accreditation</b>	<b>9</b>
<b>Key initiatives and achievements</b>	<b>11</b>
<b>Funding and financial report</b>	<b>21</b>
<b>Financial Summary 2017</b>	<b>22</b>



# Submission to the Bishops of Western Australia

The Most Reverend Timothy Costelloe SDB  
Chair, WA Conference of Bishops  
Victoria Square  
Perth WA 6000

To the Bishops of Western Australia

Dear Brother Bishops

I am pleased to present the 2017 Annual Report of the Catholic Education Commission of Western Australia (CECWA) and Catholic Education Western Australia (CEWA) for your consideration.

The CECWA, in line with its Mandate and Terms of Reference, is responsible for assisting the Bishops in matters relating to Catholic education in our dioceses. It is with their expertise, and that of the CEWA system and school leaders, that we endeavor to realise our goal of ever-improving Catholic schools.

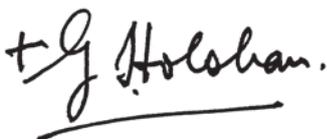
2017 was a deeply challenging year requiring careful consideration of the role of Catholic education within Western Australian society. It was a year in which the Royal Commission into Institutional Responses to Child Sexual Abuse rightly brought into the public discourse the betrayals of trust that darken the past of the Church and Catholic schools.

This report reflects initiatives within our Catholic education system aimed at providing the safest and most engaging teaching and learning environments possible. Initiatives that have built up the skills and expertise of our educators and leaders. You will read how our system has worked to increase accessibility and maintain affordability. CEWA has worked with leaders in education around Australia and the world to strengthen the quality of every aspect of what our Catholic schools offer students.

When I consider the dedication of more than 11,000 employees across Western Australia and more specifically the impact of their service on the futures of so many students, I am filled with hope and optimism.

I applaud all employees who worked in our schools and offices throughout 2017, supporting the children and young people of our dioceses to learn and grow in faith. I thank Acting Executive Director, Dr Debra Sayce, new to the role this year, her predecessor, Dr Tim McDonald and their Executive Team for their tireless work. Finally, we owe a debt of thanks to the Catholic Education Commission of Western Australia and sub-committee members for their ongoing dedication to the improvement of our Catholic schools.

As we look towards 2018, I recognise that our schools and colleges will be instrumental in the ongoing life of the Church in our state and nation; we will need to have a deep and renewed understanding of how our schools engage with and share their Catholic identity.



**The Most Rev Gerard J Holohan**

Chair, Catholic Education Commission of Western Australia

# Catholic Education Commission of Western Australia

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.

## Commission Membership

At the end of 2017 membership of the Catholic Education Commission of Western Australia consisted of:

- Bishop Gerard Holohan – Chair
- Dr Debra Sayce – Acting Executive Director
- Bishop Donald Sproxton
- Sr Marion Beard
- Br Kevin Paull
- Mr Wayne Bull
- Mrs Helen O’Toole – Acting Executive Director
- Mrs Helen Anderson
- Mr Paul Rafferty
- Dr Chris Hackett
- Associate Professor Clive Walley – Chair Aboriginal Community Sub-Committee
- Dr Joan Squelch – Chair, Curriculum Sub-Committee
- Mrs Sonia Faccin Nolan – Chair Catholic Education Community Sub-Committee
- Professor Glenda Scully – Chair Finance Sub-Committee



### Standing Committees

In 2017, the Commission convened five sub-committees to advise and assist CECWA across the many diverse and important aspects of Catholic education. These sub-committees are the:

- Aboriginal Community Sub-Committee
- Audit and Risk Sub-Committee
- Catholic Education Community Sub-Committee
- Curriculum Sub-Committee, and
- Finance Sub-Committee.

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

### Key CECWA Resolutions 2017

- Resolved that applications for a number of new CARE schools be submitted to the Department of Education Services
- Agreed on an updated and standardised process for CEWA schools to manage asbestos at school sites
- Endorsed the development of a Formation Centre at the existing Catholic Education Centre in Leederville. The Formation Centre, along with updating existing office and parking facilities would add training facilities to build capacity of CEWA educators and leaders
- Agreed to the development of a risk management strategy by external experts, overseen by the CECWA Audit and Risk Sub-Committee and managed by CEWA staff
- Endorsed a review process to bring CECWA policies up to date, beginning in 2017 with policy statements on Child Protection; Appointment of Staff in Catholic Schools; Teacher workloads; and Capital Planning and Development
- Agreed on a minimum increase for all schools of one percent of Australian Government Recurrent Funding
- Agreed to the development of a strategic communication strategy promoting the strengths of CEWA schools on the basis of the Vision for Learning, the Leader Focus project and the LEADing Lights digital transformation project
- Endorsed plans to invest in capital development and operating budget, and negotiate with service providers for greater internet connectivity in Kimberley schools
- Approved Capital Development Plans for the ongoing improvement of:
  - John Paul College, Kalgoorlie
  - St Joseph's College, Northam
  - St Joseph's School, Moora
  - St Simon Peter Catholic Primary School, Ocean Reef
  - Our Lady of Lourdes Catholic School, Dardanup
  - Nagle Catholic College, Geraldton
  - Salvado Catholic College, Byford
  - Holy Cross College, Ellenbrook
  - Star of the Sea School, Rockingham
  - St Mary MacKillop College, Busselton
  - Aranmore Catholic College, Leederville

# Executive Director's Report

**The 2017 annual report serves as an acknowledgement of the dedication and work of more than 11,000 employees who support and enable the education and formation of more than 76,000 children and young people in Catholic schools across Western Australia. Importantly, it reflects the initiatives and strategies of Catholic Education Western Australia under the leadership of Dr Tim McDonald prior to my appointment to the role of Acting Executive Director in October 2017. Dr McDonald's vision and commitment to put students, their learning and wellbeing at the centre of the strategic direction is recognised in these key programs and projects.**

In 2017 Catholic education nationally spent a significant amount of time in the political spotlight. Planned changes to education funding announced by the Commonwealth government generated ongoing dialogue and created a degree of uncertainty amongst our Catholic education community across Australia.

From our early beginnings in the 1830's, when the first Catholic school opened in Perth, Catholic education has been responsive to the social, economic and political factors that face families. In advocating for the significant role of Catholic education in our state and nationally, a key focus of the conversation has centred on the purpose of Catholic schools to remain a low-fee system that delivers a quality education for all families who seek a Catholic education for their children.

In supporting this mission and responding to the Mandate of the Bishops of Western Australia for Catholic education, significant programs of work in 2017 centred on establishing a culture of wellbeing, safety and support for all students and in further enhancing our teaching and learning strategies that continue to deliver outstanding academic outcomes. Our commitment to supporting the individual strengths, abilities and needs of all students in our schools saw the prioritisation of new Curriculum and Re-Engagement (CARE) schools and a focus on diverse and specialised learning programs. In actively responding to the opportunities of digital transformation, 2017 was a year of significant change and learning across our system as the LEADing Lights program continued the important work of establishing a single digital ecosystem for all Catholic schools in Western Australia.

2017 was indeed an exciting, if somewhat challenging year for Catholic education as we continued to respond to our calling to enable all in our community to grow, to belong and to be safe.

As we consider the priorities for Catholic education in an ever-changing society, we are reminded that generations of students have been inspired through their Catholic education to make a positive impact on an ever-changing world; and in the words of John Paul II, we are called upon "to be people who live with gratitude for the past, enthusiasm for the present and hope for the future." (Novo Millenio Ineunte, No.1, 2000).



**Dr Debra Sayce**

Acting Executive Director  
Catholic Education Western Australia



# Catholic Education Western Australia

## Executive Team

Catholic Education Western Australia's Executive Team lead an administrative staff that connect the CECWA to the schools and colleges of the system, providing support and development services to educators and families. CEWA administrative staff and consultants work from the Catholic Education Centre in Leederville, 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.

In October, Dr Tim McDonald concluded his role as Executive Director of Catholic Education Western Australia, and the Bishops of Western Australia announced Dr Debra Sayce as Acting Executive Director. A new position, Deputy Executive Director, was also created and advertised, to be filled for the start of the 2018 school year.

At the end of 2017 CEWA's Executive Team consisted of:

- Dr Debra Sayce – Acting Executive Director
- Gabrielle Doyle – Director Teaching and Learning
- Dr Tony Curry – Director School Improvement
- Donna O'Hara – Director Community Engagement and Employee Services
- Gerry Doyle – Director Finance, Planning and School Resources
- Dr Edward Simons – Director Governance and Administrative Services



Dr Debra Sayce – Acting Executive Director



Gabrielle Doyle – Director Teaching and Learning



Dr Tony Curry – Director School Improvement



Donna O'Hara – Director Community Engagement and Employee Services



Gerry Doyle – Director Finance, Planning and School Resources



Dr Edward Simons – Director Governance and Administrative Services





# Fast facts

# 162 Schools

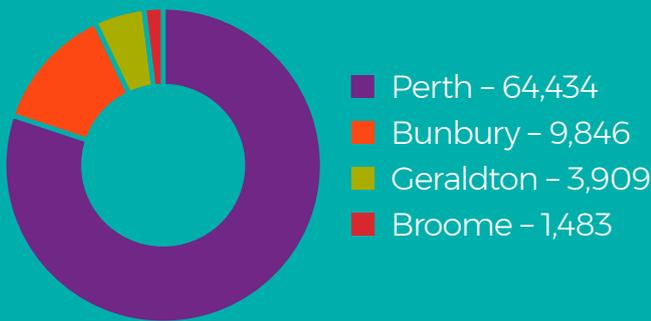
## System Snapshot

**76,000**  
students in  
CEWA schools

**2,885**  
Aboriginal & Torres  
Straight Islander  
Students

**2,398**  
students  
with disabilities

### Students by Diocese



### Staff Numbers



**13** Playgroups  
Aboriginal as First  
Educators project

**3,615**  
VET Certificates  
achieved  
since Year 10

**90** kindergartens  
3 year old

**3** Schools  
with Long  
Day Care  
Facilities

**60**  
Schools with  
Outside School  
Hours Care

**4** CEWA  
Care  
Schools  
Curriculum And ReEngagement

# Student Achievements

## WACE Results

<b>Number of Year 12 students in CEWA schools in 2017</b>	<b>5,012</b>
<b>Median ATAR in CEWA schools</b>	<b>82.1</b>
<b>Median ATAR in all WA schools</b>	<b>81.25</b>
% of CEWA year 12 students that achieved WACE	95.3%
% of all WA year 12 students that achieved WACE	91.1%
<b>Number of schools with 100% WACE achievement</b>	<b>3</b>
<b>Number of CEWA schools in the top 50 for WACE Achievement</b>	<b>19</b>
<b>Number of CEWA schools in the top 50 for Median ATAR</b>	<b>13</b>
% of CEWA students who achieved the Literacy and Numeracy standard	96.6%
% of all WA students who achieved the Literacy and Numeracy standard	93.5%
% of CEWA students that sat four or more ATAR course exams	60.9%
% of CEWA students that completed VET certificate II or higher	38.4%
% of CEWA year 12 students that used Religion and Life results to contribute to their final score	83%
<b>Number of CEWA students who were awarded a General Exhibition</b>	<b>3</b>
<b>Number of CEWA students who were awarded a VET Certificate of Excellence</b>	<b>4</b>
<b>Number of CEWA students who were awarded a Subject Exhibition</b>	<b>7</b>
<b>Number of CEWA students who were awarded a Subject Certificate of Excellence</b>	<b>56</b>
<b>Number of CEWA students who were awarded a Certificate of Distinction</b>	<b>336</b>
<b>Number of CEWA students who were awarded a Certificate of Merit</b>	<b>624</b>
<b>Number of CEWA schools with 100% VET achievement</b>	<b>20</b>

## Bishops' Religious Literacy Assessment

A total of 14,880 students in Years 3, 5 and 9 participated. These students were from 162 Catholic schools across the four dioceses.

<b>BRLA - number of students by year group and diocese</b>	<b>Perth</b>	<b>Bunbury</b>	<b>Geraldton</b>	<b>Broome</b>
Year 3	3754	651	254	89
Year 5	3699	695	239	77
Year 9	4518	620	257	27

# Accreditation

## Participation in Catholic Education Accreditation

All staff working in Catholic Education Western Australia, schools and offices, are required to complete relevant Accreditation programs.

<b>Course/Module</b>	<b>Perth</b>	<b>Bunbury</b>	<b>Geraldton</b>	<b>Broome</b>	<b>Polycom</b>
Accreditation to Work in a Catholic School	684	21	51		
Accreditation to Teach in a Catholic School	1786	154	10	95	
Accreditation to Teach Religious Education	99	11	12	13	





# Key initiatives & achievements

# Key Initiatives and Achievements

**Catholic Education Western Australia's (CEWA) strategic imperative of LEAD (Learning, Engagement, Accountability, and Discipleship) continued to shape system-wide initiatives, as well as those of individual schools and colleges, and in 2017 there was a clear focus on collaborative work involving groups of Catholic schools. This section of the report outlines and reflects on projects, initiatives and events through which the CEWA system and its schools aimed to enable learning and development in line with the LEAD strategic imperative.**

## Vision for Learning

CEWA's Teaching and Learning Directorate led a significant project in 2017 to enable a system-wide vision for learning, a new resource intended to underpin pedagogical practice in all CEWA schools and care services. CEWA Teaching and Learning staff worked with primary and secondary teachers, system leaders, parents, Catholic principals' associations and external experts to develop the Vision throughout the year, ready for broader consultation during 2018 and release as a resource for educators in 2019. The Vision will focus on teacher practices relevant to all school and college settings across the system, ensuring a consistency in understanding and action that supports continuous improvement and the Bishops Mandate requirement that Catholic schools are first and foremost 'good schools'.

## LEADing Lights

Work on CEWA's LEADing Lights digital transformation project remained a priority throughout the year, building on the foundational work from 2016. A number of significant stages in the project were realised:

- In February, the Virtual Schools Network (ViSN) launched. ViSN enabled the online delivery of ten Year 11 courses to students at regional schools that would otherwise not have been able to offer them.
- In April, CEWA staff received new credentials and email addresses, essential to moving to a single sign-on for all accounts, tools and services provided through CEWA 365. CEWA 365 made a suite of Microsoft Office tools, including OneNote, Teams and Sway available to all staff online, and included the Claned digital learning platform, which enables educators to create and access professional learning material and resources. Claned resources were viewed more than 95,000 times during 2017.
- An IT Leaders' Forum was held in August ahead of the rollout of CEWA 365 to 76,000 students in September.
- During Term Four, more than 90 schools transferred their documents and files to the CEWA 365 cloud. This significant move means that students and staff members are able to access all of their content online, even if they move schools within the CEWA system.
- The LEADing Lights' Team ran 187 professional learning events throughout the year, supporting CEWA staff to understand how their work could be transformed through the use of new tools and digitally-enabled practices.



### **ATA Conference**

120 Aboriginal Teaching Assistants (ATAs) met in Broome in June for the three-day Catalysts for Transformation Conference, the first CEWA ATA conference held in nine years. The Conference introduced updated ATA Guidelines, and focused on the role of ATAs in improved learning outcomes for Aboriginal students and community engagement. It also concentrated on CEWA's strategic direction, Transforming Lives: Strategy 2025, LEADing Lights digital transformation and leadership development.

### **Collaborative Languages Online**

During Term Three an initiative known as Collaborative Italian Access Online (CIAO) was run as a five-week pilot, in collaboration with the Italo-Australian Welfare and Cultural Centre. CIAO was developed to improve equity and access for languages learning across the CEWA system. 30-minute 'face-to-face' Italian lessons were conducted weekly via Skype with primary classes at St Joseph's School in Moora and Wanalirri Catholic School in Gibb River, with an off-site Italian language teacher and classroom teachers facilitating the Skype sessions and follow-up activities. Following the success of the pilot program, CEWA schools in Collie, Moora, Waroona and Pemberton were supported to implement CIAO for 2018.

### **Collaborative Project**

CEWA's first Collaborative Project concluded at the end of 2017, wrapping up a process of learning and exploration for the two cohorts of educators involved into how teaching practices can drive school improvement. Throughout the year participants joined Skype sessions and workshops, including a two-day showcase across Perth and Geraldton, supported by CEWA's Teaching and Learning Directorate and education researcher and author Dr Lyn Sharratt. The project continued to focus on using data and evidence to inform effective instruction and assessment, with learnings contributing significantly to the development of CEWA's Vision for Learning. With the value of the initiative to system teaching and learning practice and knowledge clear at its conclusion, the Teaching and Learning Directorate and system leaders were already considering similar initiatives for 2018 and beyond.

### **Leaders' Forums**

CEWA held two Leaders' Forums for principals and school and system leaders in 2017, the first in February and the second over the last days of July and first day of August. The Forums are a key strategy for CEWA as a system to keep on top of issues and developments in Catholic schools, the Catholic education sector, and education more broadly. They also serve to help school and system leaders to contribute to and understand system directions and imperatives. In 2017 the Forums were used as opportunities to provide updates on developments in LEADing Lights digital transformation relating to school administration and pedagogy, to promote and inform on *Transforming Lives: Strategy 2025* for CEWA Aboriginal education, to discuss the Framework for Formation for Mission in Catholic Identity, and gain feedback for the Vision for Learning. For the first time in 2017 there was also a Principals' Choice Award in CEWA's annual LEAD Awards for Excellence, with all nominated initiatives promoted at the July/August Forum and an online voting system launched.

### **Studio Curious**

After a busy 2016 for CEWA educators and the Knowledge Society team, the Studio Curious design thinking initiative continued in 2017. Prototypes for education solutions developed by the initial groups of CEWA school and office staff were further refined, including through 'innovation sprints' on Teacher Focus, Leader Focus and Leading Learning Networks. The Teacher Focus sprints in particular aimed to support CEWA teachers to strengthen their knowledge and ability in evidence-based classroom practices, with the work contributing significantly to the development of the CEWA Vision for Learning.

### **Catholic Arts**

CEWA's Catholic Arts once again coordinated a calendar of events enabling students from across the state to develop their creative and artistic talents, and providing them with opportunities to perform or show their work publicly. 110 schools and more than 19,000 students took part in the Performing Arts Festival for Catholic Schools and Colleges, through a variety of music, drama and dance performances. For 2017, the secondary school Angelico Exhibition showcased 175 works in painting, drawing, sculpture and mixed-media by students from 31 schools, from as far north as Broome and as far south as Busselton; there was also a primary exhibition including a further 119 entries. Carnevale once again brought a Catholic Arts presence to the Perth CBD, promoting CEWA schools and colleges in a public setting through music and performance.

### **Iona Amalgamation**

2017 saw Iona Presentation College undertake much discussion and planning in preparation for re-amalgamation of the Junior School and the College at the start of 2018, the College's 110th year. The re-establishment as a Pre-Kindergarten to Year 12 College will focus on 'Making a difference, together'. The decision to amalgamate is intended to provide a seamless transition in curriculum, pastoral care and co-curricular opportunities for all students. It was decided from 2018 onwards, Iona will refer to its physical school locations as the Buckland Campus and Palmerston Campus and will use these titles while continuing to explore whether other campus names could be selected whilst continuing to respect the College's heritage.

### **Irene McCormack Architecture Award**

Irene McCormack Catholic College in Butler, a secondary college of approximately 1,000 students, earned Parry and Rosenthal Architects a 2017 Western Australian Architecture Award for the Paul Rafter Centre. The Award for Educational Architecture recognised the Centre for its reflection of the values of the college, and its positive impact on the experience of students and staff through function and aesthetics. The Paul Rafter Centre houses a multi-use double court gymnasium with a climbing wall, which is linked to an outdoor abseiling tower, a multi-purpose two-level learning wing, spaces for dance and music, band rooms, and a recording studio.

### **LEAD Awards**

The annual LEAD Awards for Excellence once again highlighted a range of outstanding school initiatives in 2017, with projects demonstrating how CEWA's strategic imperative areas of Learning, Engagement, Accountability and Discipleship can look in practice. Applications were judged by a panel including principals, CEWA administrative staff and representatives from the University of Notre Dame Australia. The Honourable Sue Ellery MLC, Minister for Education and Training, presented the Awards at an event in August. Eight Awards were presented across the four categories:

- Learning: Assumption Catholic Primary School, Making Space for Learning Program; Mercy College, Reading HEADS
- Engagement: St Anthony's School, STEM Story; Iona Presentation College, Hyperscience
- Accountability: Mercy College, CAVE: Your Journey, Our Support
- Discipleship: Clontarf Aboriginal College, Religious Education Week 2017; Iona Presentation College, Presentation Faith in Action Project; St Patrick's Primary School, Christian Meditation Project

### Board Chair Conference

The biennial Catholic Schools Board Chair Conference took place in Perth in May, with delegates from 110 CEWA schools participating in the one-day schedule.

The conference served as a forum to inform and promote discussion of issues relating to Catholic Education in WA, focusing on topics spanning teaching and learning, digital transformation, school operational matters, Catholic identity and faith formation, and community involvement and leadership. The event concluded with an address by the Honourable Sue Ellery MLC, Minister for Education and Training.



### CARE Schools

The Catholic Education Commission of Western Australia (CECWA) discussed the role and future of CARE (Curriculum and ReEngagement in Education) schools in the CEWA system early in 2017, resolving in February to submit a number of applications for new CARE schools to the Department of Educational Services, which were approved by November. CARE schools serve an important and unique purpose, providing welcoming, safe learning environments and tailored curriculums to engage with students whose learning needs, for a range of reasons, have not been met by mainstream schooling. CEWA currently operates four CARE schools – St Clare's School, Clontarf Aboriginal College, St Francis' School, and Geraldton Flexible Learning Centre, with applications for new schools in both the Archdiocese of Perth and the Broome and Bunbury Diocese. Further planning will take place throughout 2018.

### Edmund Rice College

During 2017, the Catholic Agricultural College consulted with their students and broader College community in a process to update the College's name and identity. The consultation, facilitated with the support of Edmund Rice Education Australia and CEWA office staff, was the basis for the new Edmund Rice College name, crest and motto announced late in 2017 for the beginning of the 2018 school year.

The new name reflects the school's strong connection to, and inspiration drawn from, Edmund Rice and the Edmund Rice charism, and the new crest reflects essential characteristics of what the College has and continues to represent. The consultation process, and the change itself, sought to recognise and acknowledge the troubling aspects of the College's past, while better engaging the community with the College's strengths, character and unique learning offerings moving forward.

### **Catholic Schools Youth Summit**

Following a high number of participants and positive feedback for the inaugural Catholic Schools Youth Summit in 2016, CEWA again partnered with the University of Notre Dame Australia and Caritas to coordinate the Summit in 2017. Approximately 120 secondary students from CEWA colleges gathered at Notre Dame's Fremantle campus for the one-day conference, with the theme #getoffthecouch, inspired by one of Pope Francis' messages, setting the tone of the presentations and discussion sessions. The Summit, which is being planned again for 2018, has provided students with opportunities to network with others from across the state, to focus on the Catholic identity and values common to their school communities, and has emphasised social justice and wellbeing.

### **Trauma Informed Schools project**

The Trauma Informed Schools Project, led by CEWA's Student Services Team in partnership with the Australian Childhood Foundation, began in early 2016 and continued throughout 2017 to help educators understand trauma and its effects on learning and brain development. Workshops were held in Perth as well as Broome, with participating CEWA educators discussing their action research carried out for the project so far. By late 2017 15 CEWA schools had action research projects underway, and more than 1,300 CEWA staff had taken part in training. The Trauma Informed Schools project will continue to provide training for CEWA staff in 2018, supporting schools with strategies and actions to reduce the impact of trauma on students' learning and development.

### **Reconciliation Action Plan**

With the first Reconciliation Action Plan (RAP) for the offices of CEWA applying to 2016-2017, the RAP Governance Group met regularly throughout 2017 to discuss and steer progress towards its targets and plan for the second iteration of the CEWA offices' RAP for 2018-2020. 2017 achievements included: establishing and strengthening relationships with Aboriginal suppliers and service providers; the organisation of the first Kaartdijin (knowledge) Week featuring webinars with Aboriginal speakers; and the creation of Acknowledgement of Country cards for meeting rooms and shared spaces around CEWA's offices.

### **Western Australian Young Achiever Awards**

After supporting the inaugural Western Australian Young Achiever Awards through sponsorship of the Young Leadership Award category for 2015/2016, CEWA returned as a category sponsor and sponsor of the People's Choice Award for 2016/2017. This continuing partnership reflected CEWA's intention to promote the kind of inspiring, outwardly focused leadership in the broader WA community that Catholic schools aim to nurture in students. The 2016/2017 CEWA Young Leadership Award was presented to Jennifer Edwards, recognising her achievements in the areas of early years learning and care, family and parenting services, and domestic violence awareness and prevention, all in the regional centre of Geraldton.

### **Collaborative Days**

In May, leadership staff from the Diocese of Bunbury and Perth's northern suburbs gathered for Collaborative Days focusing on the LEADing Lights rollout, as well as school marketing and communications. Both primary and secondary school leadership teams participated in discussions around CEWA's strategic priorities and key projects, and system cohesion between schools and office staff. CEWA's Digital Transformation Team facilitated workshops on making the best use of the CEWA 365 online tools already available, while providing an update on the progress of the LEADing Lights project across the system. The Marketing and Communications Team also provided support for school marketing sessions.



### Aboriginal Employment Strategy

Work on CEWA's first two-year Aboriginal Employment Strategy (AES) was completed in 2017, and a launch was hosted by La Salle College. The Strategy was developed to increase the number of Aboriginal people employed by CEWA, and further improve employment opportunities and outcomes for Aboriginal people at all levels across the system. This first iteration of the strategy outlined five elements: Organisational Design and Culture, Attraction and Selection, Onboarding and Orientation, Growth and Development, and Monitoring and Reporting, all with actions and targets set to a 2017-2018 timeline. The AES, in its rationale, highlighted an expectation that an increase of Aboriginal staff in the CEWA system would improve educational outcomes for Aboriginal students and improve connection between communities, families and schools.

### Child Safe Framework

During 2017 CEWA prioritised the development of a new Child Safe Framework, to be launched in 2018. To facilitate this project, a team consisting of a Project Manager and Project Support Officers was employed. A self-assessment tool was created to add to the team's research and help school leaders review and reflect on current practices and behaviours in their schools. Resources and training workshops were a part of the team's work for 2017, including CEWA's classroom safety simulator focused on situational prevention, which was also available in a virtual reality-enabled version for the first time. The Child Safe Framework team benefited from the knowledge and experience of a school leaders reference group in the development process.

### Primary Principals Wellbeing Project

Over the course of Terms Three and Four, CEWA worked with Professor Donna Cross and the Telethon Kids Institute, as well as researchers at the University of Western Australia and the Catholic Primary Principals' Association to conduct the tech-enabled Primary Principals Wellbeing Project. The project was the first of its kind to utilise wearable digital technology in the form of Apple Watches, enabling principals to participate by prompting them to answer 'in the moment' health and wellbeing questions up to three times a day, and recording biometric data including activity levels and sleep patterns. The study aimed to identify characteristics and wellbeing mindsets of principals, and to understand these factors in relation to the physical health of principals, the size and socio-economic profiles of their schools. The project was undertaken in consideration of the potential benefits for principals and school leaders, and the communities they lead.



### Religious Education Portal and Programs

With the introduction of CEWA's single sign-on credentials and the home.cewa landing page, the Religious Education (RE) Directorate's website was made more prominent and easily accessible for staff. The RE Directorate provided Catholic Knowledge and Formation programs for staff in schools across the state, with 160 opportunities provided either on-site or via polycom. The Directorate also presented 180 workshops on Sacrament preparation for children and their parents, and worked with schools to develop standards for RE that better support assessment and reporting.

### Leadership Charter

Following work commenced in 2016, and a period for consultation and feedback on the draft Charter in early 2017, CEWA released a new Leadership Charter. The charter, which aims to go beyond staff in leadership positions and support all members of CEWA school communities to lead as disciples of Jesus, outlined four foundational understandings:

- Everyone is a leader, and everyone is leading all the time, well or poorly.
- Leadership springs from within. It is about who I am as much as what I do.
- Leadership is not an act; it is a life – a way of living.
- Becoming a leader is an ongoing process.

The leadership charter is intended to drive innovative and authentic change in CEWA communities and support students, staff and school families to realise the LEAD strategic imperative principles in their learning and relationships.



### Tantur

Since 2006, CECWA has sponsored a small number of Catholic educators and system leaders annually to join an Easter program with the Tantur Ecumenical Institute in Jerusalem. The three-week experience provides opportunities for Catholic religious educators, both school-based and catechists, along with CECWA commissioners, to pray, study, and attend lectures in the Holy Land, providing a richer understanding of historical and cultural contexts for theological and scriptural studies. In 2017 sponsorship was provided to a group including two CECWA commissioners, an Assistant Principal, a Religious Education Coordinator and Consultant, and a catechist.

### Creation of Deputy Executive Director role Director for Catholic Identity

Late in the year, following the appointment of Dr Debra Sayce to the role of Acting Executive Director, the decision was made to create a Deputy Executive Director role to support the Executive Director and Executive Team of CEWA. This new role was also created to place a renewed focus on Catholic identity, and to commence at the beginning of 2018.

### Bishops' Religious Literacy Assessment

2017 was the second year that CEWA's online Bishops' Religious Literacy Assessment was implemented in Years Three, Five and Nine. More than 14,500 students from 162 schools participated across all four dioceses, with the program expanded to schools in remote areas of the Broome Diocese for the first time on a trial basis. In another first, staff system-wide were able to mark the assessment online. 2017 results were as expected for Years Three and Five, and were better than expected for Year Nine, with significant improvements compared to 2016.

### CECWA Supported Scholarships

CECWA once again provided scholarships of \$10,000 each for ten 2016 CEWA graduates to begin Education studies at the University of Notre Dame Australia, continuing a program that began in 2010. These scholarship recipients are selected for high achievement in their senior secondary studies, and for their suitability to the vocation of teaching, their participation in their school community and their understanding and commitment to their faith.

### Fee Policy

CEWA's fee policy is set in context of the social doctrine of the Catholic Church. A number of changes were made to the policy in 2017, and approved by CECWA in September, intended to more closely align with the principles of this social doctrine. The changes, for adoption by schools in 2018, focused on ensuring information on fee schedules and discounts was clearly communicated to parents and caregivers across the system. It also focused on setting recommended parameters for fee increases, and clarifying both recommended and required affordability measures including Kindergarten fees, family discounts and the Health Care Card Rebate, which alone has provided assistance to the families of more than 10,000 students since its introduction in 2005.

### Transforming Lives Strategy

Work on CEWA's Transforming Lives: Strategy 2025 continued in 2017, with the notable addition of a new 'bold goal' to the original three:

- All Catholic schools will be Culturally Competent;
- Double Aboriginal student enrolments from 2,500 to 5,000;
- Increase Year 12 graduations from 100 to 250 and;
- Increase the percentage of Aboriginal students achieving above the national minimum literacy and numeracy standard, from 75 percent to 90 percent.

Options for system-wide cultural competency training were investigated, and the Aboriginal Education Team developed an Aboriginal Education Improvement Map to help schools achieve improvement in cultural competency for all, and learning outcomes for Aboriginal students. The Aboriginal Education Team also launched a website with pages dedicated to communicating Transforming Lives: Strategy 2025.

### Enhancing Catholic Identity through professional renewal

CEWA provides principals with Professional Renewal Learning Leave in order to support their ongoing learning and equipping them with the knowledge and skills required to lead school and college communities. In September 2017 seven principals, along with two CEWA Team Leaders and Debra Sayce, Director Religious Education, took part in a professional renewal study tour with the University of Leuven in Belgium. This experience supported participants to explore contemporary issues relating to Catholic education in pluralistic, multicultural societies like Australia, and provided opportunities to consider and discuss how schools and educators can express Catholic identity in their work. The tour included lectures with prominent theologians and academics, as well as visits to schools and the Catholic Education Office in Antwerp.

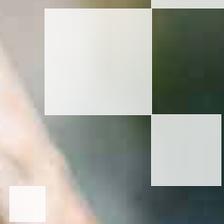
### Catholic Schools Staff Breakfast

In August the annual Catholic Schools Staff Breakfast was held in Perth, with approximately 350 CEWA staff attending. The event served as an opportunity to recognise excellence within the system through the presentation of the LEAD Awards by the Honourable Sue Ellery MCL, Minister for Education and Training. It also provided a forum to celebrate some of CEWA's longest serving staff members, with the Executive Director presenting staff of 30 or more, and 40 or more years of service with a framed certificate or medal respectively.

### Catechist Support

After launching the first modules of Gathered in My Name, a new parish Religious Education program in 2016, the Religious Education Directorate's Catechist Service Team continued the development of this resource through 2017, publishing booklets for Years Four, Five and Six. The ongoing work of the Catechist Service Team carried on throughout the year, including training and formation for new and existing Catechists, as well as coordinating commissioning liturgies for new Catechists.





# Funding and financial report

# Funding and Financial Report

## Sources of Income

Commonwealth Government Grants	\$588M (72%)
State Government Grants	\$230M (28%)

### Commonwealth Government Grants

The Australian Government provides funding as set by the Australian Education Act, with additional target initiatives.

The Australian Education Act sets out that funding is received and should be distributed to schools at a base amount, with 'loadings' based on characteristics of the school's context and student population.

The loadings include Low Socio Educational Status, Size, Location, Students with Disabilities, Low English Proficiency, and Aboriginal and Torres Strait Islander Loadings. The amount of funding received is determined predominantly by census data each CEWA school completes annually.

Australian Government funded target initiatives and national partnerships received by the system include:

- Universal Access to early Childhood Education
- Jobs Placement Program
- Aboriginal Families as First Educators
- Vocational Education and Training Program
- Trade Training Centre program
- Empowering our children and our families' initiative

### State Government Grants

State Government Grants are managed by CEWA centrally and distributed to schools on a per capita basis. Funding is also received from the State Government for students with disabilities on a per capita amount basis.

### School Fees

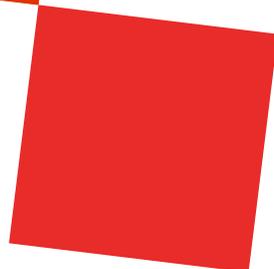
School fees are set by the School board in recommendation from the Catholic Education Office. The funding increases received from the Commonwealth and State governments and the cost of education, including salaries and fixed costs are taken into account when determining fee increases. The Catholic Education Commission of Western Australia's Mandate, issued by the Bishops of Western Australia, states:

"To fulfil their Gospel mandate, Catholic schools need to be open to all parents who seek a Catholic education for their children, as far as resources allow. It is essential for each school to minimise potential barriers for parents such as fees and other school costs".

# Financial Summary 2017

<b>Commonwealth Government Funding</b>	
<b>Calendar Year - 12 months ended 31 Dec 2017</b>	
Australian Education Act Recurrent Funding	\$575,218,897
Student First Support	\$1,252,891
<b>Financial Year - 12 months ended 30 June 2017</b>	
National Partnership Agreement on Universal Access to Early Childhood Education - 2016 and 2017	\$7,185,612
Jobs Placement Program	\$2,350,000
Aboriginal Families as First Educators	\$1,250,000
Vocational Education and Training Program	\$507,515
Trade Training Centre Program	\$273,290
Empowering our children and our families	\$65,000
<b>Total Commonwealth Funding</b>	<b>\$588,103,205</b>

<b>State Government Funding</b>	
<b>Calendar Year - 12 months ended 31 Dec 2017</b>	
State per Capita Funding	\$214,847,274
Special Education Grant	\$9,317,205
High Support Grant	\$5,923,102
<b>Financial Year - 12 months ended 30 June 2017</b>	
Non-Government School Psychology Service	\$2,568,735
Road Aware Program	\$1,594,000
Mental Health Commission - Drug & Alcohol Office	\$1,417,264
Retention and Participation Program	\$520,000
National School Drug Education Strategy	\$445,214
Mental Health Commission - Metamphetamine Initiative	\$250,000
<b>Total State Funding</b>	<b>\$236,882,794</b>



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