



Non-Government Reform Support Fund Annual Report

2022



**CATHOLIC EDUCATION
WESTERN AUSTRALIA**

Catholic Education Western Australia Limited

ABN 47 634 504 135

Acknowledgement of Country

Catholic Education Western Australia Limited (CEWA) acknowledges the Traditional Owners of the lands on which we live, learn and work. CEWA acknowledges the continued deep spiritual connection and relationship of Aboriginal people to country and commits to the ongoing journey of reconciliation.

Executive Summary

As outlined in the 2021 Work Plan, activities in 2022 were based on the strategic principle that system approaches deliver more effective outcomes than a focus on individual schools. A system-led approach is resource effective, delivers a consistent message, minimises duplication, can be contextualised in current processes, and delivers a high level of accountability. It also ensures that Australian and state government priorities can be effectively addressed. A feature of achievements in 2022 was the substantial development of 'systems' and the associated benefits of consolidation, avoidance of duplication, economies of scale and increased accountability and efficiency. This year demonstrated that the building of this architecture enabled schools to get on with their educative role. This was particularly evident in all projects, many of which reduced the burden on schools, a key Federal Government priority.

In 2022, Catholic Education Western Australia Limited (CEWA) again focused the allocation of funds and system strategic initiatives, on the

three specified priorities. The bulk of the Reform Support Funds (RSF) were applied to Priority Area 3 – Improving governance and financial practices in schools. Activities in 2022 again built on these priorities as well as a number of others that accord with the CEWA Strategic Initiatives plan and the Bilateral Reform Agreement. For 2022, the three main priority areas and associated projects were:

1. **Quality assurance, moderation and support for the NCCD on School Students with Disability.**
2. **Implementation of the online delivery of the National Assessment Program.**
3. **Improving governance and financial management practices in schools.**

Priority Area 1 - Quality assurance, moderation and support for the NCCD on School Students with Disability

CEWA has for many years, allocated considerable resources to this area and has made considerable progress across the system. In 2022, a CEWA Team Leader and over 18.5 FTE specialist consultants supported schools on a range of matters, including assistance with the Nationally Consistent Collection for Data on School Students with Disability (NCCD). It is important to recognise that while special centres may exist in schools, a wider integration in the school community is a priority. The consultants worked successfully with school staff to ensure consistency in assessments of students and conduct moderation activities between themselves. The work of these consultants will

continue to focus on the NCCD. There will continue to be a significant focus on the NCCD, involving assisting teachers of students with disability and school administrators, to understand the relevant guidelines. CEWA is confident that, in 2022, schools are continuing to make appropriate judgements with respect to the NCCD. Additional RSF funds were directed to enhanced data management to ensure records of students are accurate and reflect students' assessments of categories of disability and was reflected in the current Work Plan and RSF Strategic Plan 2019 – 2022. Synthesis of NCCD Data with the full rollout of Administration of Schools (AoS) and Customer Relationship Management (CRM) Office – also projects in this report – has enhanced data efficiency and accuracy. Significantly, these developments also enabled more agile exchange and analysis of information between schools and office. CEWA is satisfied that significant progress in this project was made in 2022 to address any issues and to assure consistent judgements and support to students into the future. CEWA is also satisfied that judgements and support in remote schools is appropriate.

Priority Area 2 - Implementation of the online delivery of the National Assessment Program

CEWA has invested considerable resources in assisting schools to prepare for the planned implementation of NAP online and is one system with 100% participation online for schools. Information Communication Technology (ICT) supports in CEWA assisted schools to ensure



connectivity and hardware requirements were appropriate. Centrally based specialist consultants continued to support ICT staff in schools. CEWA also used existing consultants to assist teachers in evaluating data and in planning ongoing strategies to support learning and teaching. Funding from the RSF was directed towards supporting schools through additional ICT backup and assistance as well as additional support in data basing. This applies to schools' online framework and engineering as well as technical and teacher expertise. A strong focus in 2022 was supporting results analytics and working with schools on teaching and learning practices. CEWA is particularly pleased with this important transition, which builds on the data analytics capacity. With the earlier administration of national testing and release of data, CEWA will continue to support schools in analysis and in-school strategies.

Priority Area 3 - Improving governance and financial management practices in schools

Most RSF funding continued to be directed to two broad activities. First, a risk management program developed as a system approach to ensure that CEWA schools have a clear way of identifying operational risks, recording the risks, assessing risks and planning ways to mitigate against or solve risk issues. CEWA has commenced revision of current policies and this continued in 2022 and beyond, as reflected in the CEWA Strategic Plan 2019 – 2023 and the Quality Catholic Education Framework. Additional focus was also placed on school audits against both CEWA policies as well as state government registration standards. A system policy suite and hub were also developed

for schools. This year saw the integration of CEWA policies, planning and practice. CEWA is satisfied that significant progress has been made in this area which provides a basis for further development and consolidation in 2022 and beyond. Such was the success of risk and audit processes, the WA Minister for Education was prepared to accept CEWA's processes and decided not to apply mandatory external processes in 2022.

The second activity involved the implementation of a system wide financial, information and accountability platform. CEWA schools currently use MAZE software for the financial management and student administration processes in their schools. This is a legacy product installed on each school's server, degrading and costing substantial sums to maintain.

Replacing MAZE with Microsoft Dynamics financial software is a part of CEWA's digital transformation initiative and a key part of its new AoS platform. This will ensure that schools use standard financial accountability systems and processes and meet all regulatory obligations. In 2022, support consultants assisted schools with a significant number finalising implementation. The reporting for this project will indicate 100% migration for primary schools and progress with secondary schools. CRM office also played an important role. 2022 saw the roll out of these two projects, in most cases ahead of schedule. The work involves ongoing capacity building of all staff involved to maximise efficiency and outcomes. Some secondary schools, with large enrolments and complex operational arrangements will be finalised in 2023.



Photo: St Dominic's School (Innaloo)



Support for school leadership, the CEWA Strategic Plan and the School Climate Survey are other projects which have supported Priority Area 3. Considerable work occurred in 2022 to maximise alignment and integration of these projects. Of particular interest was the implementation of a refined school climate survey in 2022, in collaboration with Curtin University, which had an expanded coverage of the important issue of student wellbeing. CEWA looks forward to using this data to support schools, along with other centrally collected data.

Additional to the above three program priority areas, other projects support teaching and learning, with one directed towards Aboriginal students and families. These projects are consistent with the Bilateral Agreement as well as Australian Government priorities. All of these projects addressed equity areas and nationally

important imperatives and including those in the Bilateral Agreement. Some of these are reflected in the 2023 Work Plan.

Progress against strategic plan

The Non-government Reform Support Fund (NGRSF) Strategic Plan 2019 – 2022 incorporates the three key priority areas described earlier as well as a number of other initiatives, many of which build upon earlier projects and initiatives. The 2020 Work Plan reduced the number of projects to 12. No changes occurred for 2022. CEWA is satisfied that the Strategic Plan continued to set out the pathway for projects in 2022 and is consistent with Annual Work Plans submitted. All projects described in the tables following, contributed to CEWA's NGRSF Strategic Plan. It is important to note that all continuing projects address the three priorities of the NGRSF program as well as other nationally significant projects such as support for Science Technology Engineering and Maths (STEM), Early Career Teachers (ECT) and remote Aboriginal communities. CEWA has submitted a Strategic Work Plan for 2023, which has removed some projects that are now substantially completed.

CEWA's system Strategic Plan continues to align projects to Quality Catholic Schooling, and holistic school improvement and this aligns with the NGRSF Strategic Plan.

Relationship with state and territory government

The Bilateral Reform Agreement was signed late in 2018 between CEWA, The Association of Independent Schools of Western Australia

(AISWA), and the Department of Education of Western Australia (DoEWA). This followed a significant period of consultation between the three education systems and relevant officers. The priority areas for CEWA in that Agreement continued to be priorities in 2022 activities. These are:

- Supporting student engagement and wellbeing in schools. This includes strategies to improve student behaviour; positive parenting programs; increasing beginning teacher expertise; delivering professional learning to staff; anti-bullying programs; cyber safety programs; and addressing student mental health and wellbeing.
- Increasing virtual learning opportunities i.e. Virtual School Network (ViSN).
- Addressing the Australian Curriculum General Capabilities.
- Programs involving leadership talent identification, recruitment, and support; support for early career teachers; implementation of a Climate Survey for schools; and in particular, workforce development issues and appropriate preparation for teaching.
- Addressing Closing the Gap initiatives such as Transforming Lives 2025; support for Aboriginal educators; and rollout of a Cultural Security learning journey.
- NCCD for students with a disability – this report highlights considerable cross-sectoral liaison and moderation activities.

As well as these CEWA priorities in the Bilateral Agreement, there are many other initiatives which are being implemented across other/all education systems. CEWA has also continued to liaise with the other systems/sectors through heads of systems meetings, which include discussions of various initiatives. CEWA has also included representatives from other systems in some professional learning programs. CEWA is also given the opportunity to provide input, through the WA Department of Education (DoEWA), to Education Ministers' Meetings and other meetings. CEWA collaborates on programs that are common in the Bilateral Agreement.

Collaboration continued between stakeholders as has been the case in 2021. Other practical examples include cross-sectoral liaison with NCCD consultants and officers in moderation processes (see details in table following); school audit processes and liaison with government officers in particular; close collaboration with officers at DoEWA and AISWA with respect to ViSN; ongoing discussions regarding support for ECTs; and liaison with school psychologists across all three systems. The priorities listed above in many cases are shared by all three systems. CEWA has also shared information regarding the school leadership programs delivered. Modifications occurred as a

result of discussions, specifically with the DoEWA. In respect to the STEM project, meetings were held with both other education systems regarding resource identification, including liaison with the School Curriculum and Standards Authority (SCSA). The implementation of The National Assessment Program – Literacy and Numeracy (NAPLAN) online required considerable liaison with the Department of Education. The DoEWA is now responsible for the state school audit and risk management process; liaison is ongoing and frequent. Some CEWA audit consultants were/are involved in government school audits.



*Emmanuel Catholic College (Success), Hammond Park
Catholic Primary School (Hammond Park), Mater Christi
Catholic Primary School (Yangebup)*



Project Report

Strategic Plan linkages - please refer to the 'Progress against strategic plan' section on page 4 of the document.

Summary of 2022 achievements

PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 1 – Supporting NAPLAN Online Bilateral Reform Agenda</p> <p>Reflected in data collection and analysis and literacy and numeracy initiatives – all sectors.</p>	<p>Support all schools to participate in NAPLAN online, including ensuring school technical capacity and data interpretation and curriculum support.</p> <p>This project involves the engagement of central consultants to support schools both technically and data analysis and curriculum planning.</p>	<ul style="list-style-type: none"> Work with 100% of schools to ensure smooth implementation of NAPLAN online in May 2022; ensure connectivity and technical capacity. Achieved Assist all schools in timely data analysis and planning. Achieved 	<ul style="list-style-type: none"> Oversee a final readiness health check by March 2022 - liaise with all schools. This was 100% achieved in all CEWA schools Report on school engagement and those schools and any issues regarding implementing NAPLAN online – report number of schools. All CEWA schools fully online. 100% achieved Consequent of the outcomes of this check, provide support to schools - report number of schools requiring support. See above. 100% achieved Provide central assistance/professional learning to schools in terms of data analysis and effective use of data. Report number of schools requesting assistance. All schools were provided with professional learning, mainly online - 7 central sessions ran in regions and Perth with 135 school leaders attending. These sessions focused mainly on analysing, interpreting data and curriculum planning for learning consultants to conduct school support visits where requested. 100% achieved Prepare an internal report identifying any issues in 2022 and recommendations for 2023 – report prepared. See adjoining column for main outcome. 100% achieved Use system analytics capabilities to assist schools with data analysis – report on success of this program. All schools trained in the MS Analytics program, this now routinely forms part of literacy and numeracy curriculum design. 100% achieved 	<ul style="list-style-type: none"> All CEWA schools transitioned to NAPLAN online during 2021 and continue to participate in 2022. Technical and connectivity issues caused minor disruptions to testing, particularly in Kimberley schools, however with the expended window, schools were able to use catch up assessments. In 2022 schools experienced higher than usual staff and student absences due to COVID, but WA schools maintained the 90% attendance to ensure validity of results. Additional to learning sessions outlined, a number of individual school NAPLAN data analysis learning events were held – these were aimed at all staff focussing on access, interpretation and utilisation of data to improve student outcomes. A comprehensive report was completed in 2022 and used for 2023 planning. An Academic Reporting Application was developed which provided schools with the platform to undertake rigorous data analysis.



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 2 - Supporting schools NCCD Students with Disability</p> <p>Links to Bilateral Reform Agenda</p> <p>All sectors – all 3 dot points p9; reporting; evidence-based judgments; collection of data.</p> <p>Links to RSF and AG priorities.</p> <p>Quality assurance, moderation and support for improvements for students with disability.</p>	<p>Activities reflect a continuation of current work in this area involving about 18.0FTE consultants as well as other central office support working with schools to ensure consistent decisions re students with disability are made.</p>	<ul style="list-style-type: none"> Continued improvement in judgments and classification of students – all schools. Achieved Ongoing awareness by Principals and school leaders – all schools with eligible students. Achieved Outcomes for students involved improve through the implementation of the most appropriate programs – potentially all schools. Achieved and ongoing 	<ul style="list-style-type: none"> Two cross sectoral moderation meetings held during 2022. Cross sectoral partnerships with DOE and AISWA 24/3; 6/4, 5/5 to present professional learning modules parts I and relating to moderation. 100% achieved 2 x Network meetings for key staff in 110 primary schools; 56 secondary schools involving key staff. 100% achieved Support visits and PL for 13 Kimberley schools. This was also provided to Principals and coordinators. 100% achieved Webinars conducted to support consistent decision making and appropriate program implementation. 2 webinars delivered – 120 schools involved. 100% achieved Quantitative review of categorisations; qualitative information re consistency. 100% achieved Input into the refinement of CEWA AoS regarding recording and reporting of NCCD collection. 100% achieved Assist CEWA Digital Technology team to provide training sessions on the extraction of NCCD reports from AoS and upload to SchoolsHUB. 100% achieved Support to schools for post enumeration. 100% achieved 	<ul style="list-style-type: none"> NCCD professional learning and moderation activities occurred with Bunbury school principals 19/5/22 – 13 participants. 16 schools supported in situ for professional learning. All CEWA schools systemic data analysed to examine school trends and variations as well as comparisons between like schools, dioceses and region – data shared with schools and acted on. Refinements implemented where required – all NCCD are recorded on MAZE, AoS or school information systems at the school level. AoS has been rolled out to all schools which has significantly enhanced efficiencies and agility in terms of shared information and evaluation.

St Mary's School (Dúnnybrook)





PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 3 - Climate Survey in Schools</p> <p>Links to Bilateral Reform Agenda</p> <p>Connections to Bilateral p7 'Implement the School Climate Survey to provide leaders with information regarding the cultural climate of their organisation'.</p> <p>Also, a key CEWA strategic priority.</p>	<p>This involves a system-wide benchmarked accountability survey which involves school stakeholders and covers all aspects of school operations.</p> <p>The survey was developed in collaboration with an external organisation.</p> <p>Activities include administration and central assistance to schools in the interpretation of results.</p>	<ul style="list-style-type: none"> • Completion of workshops with school leaders. At least 50% of schools and particularly those with newly appointed leaders – achieved. • Workshops with the 8 School Improvement Advisors (SIAs) and 3 Regional Officers (ROs) and schools. At least 1 workshop; online meetings also occurred – achieved. • Links to other key strategic planning made clear – 'Quality Catholic Education' and 'Strategic Directions 2019–2023'. Achieved • School leadership teams in the 50% schools involved begin using results from 2022 for planning and school improvement actions in 2022. Achieved • Survey administered in 2022. Used as the basis for school planning and improvement in 2023 for the 50% of schools involved – more schools were involved. See next column. Achieved • Discussions around school improvement occur on whole school basis and link to wider strategic planning – 50% of schools involved in 2022. Achieved • Climate survey informs other school accountability processes – this was particularly so in the area of student wellbeing. Achieved 	<ul style="list-style-type: none"> • Survey instrument administered in 50% of schools. By the end of 2022, all CEWA schools will have completed a survey over the two-year period. In 2022 114 schools (72%) were involved – much more than planned. 100% achieved • The survey tool is cross-referenced to the Quality Catholic Education school improvement framework elements; this is shared with schools involved (about 50% of all schools). A new National School Improvement NSI school climate survey was developed in collaboration with Curtin University – items were linked to the Quality Catholic Education Framework. 50 schools piloted the NSI. 100% achieved • Consultation and familiarisation conducted with Principals in various forums and in discussions involving school audits and school improvement processes. 33 schools audited and another 30 or so in Cyclical Review - occurred during in situ and online discussions with ROs and SIAs. Consultation also occurred at the 2 x leaders' forums with about 400 at each. Data retreats were offered to schools - unfortunately only 10 schools attended, due partly to COVID, but also a recognition that schools have greater expertise and confidence in data analysis. 100% achieved • Results of work with schools on whole school improvement planning - feedback from SIAs and ROs on effects of survey on school improvement includes all schools was very positive, but stronger focus on the 50% administering the survey in 2022. Affirmation of the new survey was strong with schools involved. 100% achieved • Brief evaluation conducted from schools involved in the survey. Feedback processed to refine ongoing surveys – reference group met and considered evaluation. Strong affirmation and positive plans set for 2023. 100% achieved 	<ul style="list-style-type: none"> • An important feature in 2022 was the development and rollout of the NSI – see adjoining column. This refined many of the items, aligned the survey more with the Quality Catholic Schooling Framework, and in collaboration with the CEWA Wellbeing Team, included a number of new items on student wellbeing and safety.



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 4 - Administration of Schools Deployment</p> <p>Links to Bilateral Reform Agreement</p> <p>Supports aspects of Teacher Workforce – all sectors, p8, by creating a consistent and more accessible database.</p>	<p>The Administration of Schools (AoS) project is deploying a system-wide solution based on Microsoft Dynamics, CRM and Dynamics for finance and operations suites and is designed to draw disparate data sources together and allow CEWA office and schools unprecedented access to information and resources to drive business and academic improvement.</p>	<ul style="list-style-type: none"> All schools migrating to the new platform will have more effective financial management. <p>Achieved</p> <ul style="list-style-type: none"> Implementing common and universally understood financial, accounting and related practices will improve individual school and system accountability and efficiency – all schools. <p>Achieved for all schools migrated under the progressive plan</p> <ul style="list-style-type: none"> Minimise disruption by preserving parity to existing systems used in CEWA schools (MAZE, CES, SEQTA) – advantages for all schools. <p>Achieved - with temporary continuation of SEQTA to minimise disruptions</p> <ul style="list-style-type: none"> Increase and maintain the level of financial expertise in school staff, especially smaller schools which typically do not have a business manager or equivalent – about 30 smaller schools but benefits to all schools. <p>Mainly achieved</p> <ul style="list-style-type: none"> Increase security of sensitive student and staff information – all schools. <p>Achieved in all schools migrated</p>	<ul style="list-style-type: none"> CEWA primary schools migrated from MAZE/CES to AoS by end of 2022. About half of secondary schools (24) migrated from MAZE to AoS – given the targets set which were lower for secondary schools. <p>100% achieved</p> <ul style="list-style-type: none"> Training and support packages developed and rolled out; quantitative and qualitative data provided. These packages covered AoS functionality across user manuals, videos and face to face sessions, but typically in centrally organised mode. Work with school business managers was a focus, especially on school budgets – 100% of migrated schools involved. <p>100% achieved</p> <ul style="list-style-type: none"> AoS integrated with at least 3 critical third-party school solutions e.g. library system, risk management system etc – target is 100% of migrated schools. The enhanced functionality in terms of reporting, integrated uniform shop, improved billing and timetable integration also implemented. <p>100% achieved</p> <ul style="list-style-type: none"> Ongoing review of additional modules and capabilities which can be added - feedback report provided. Feedback sought from as many schools as possible indicating highly supportive outcomes and school support. <p>100% achieved</p>	<ul style="list-style-type: none"> Progress with secondary schools continues with about half migrated. The size of the school and amount of data provided some complexities. It is anticipated the remaining schools will be migrated in 2023. As noted, SEQTA continued in some schools to minimise disruption. COVID was an issue in terms of staff continuity both in the office and schools. <p>During 2022, personalised portals for teachers, students, school leaders and parents were rolled out in migrated schools with quantitative data available.</p> <ul style="list-style-type: none"> There was consistent feedback from all elements of central office operations, that efficiency and accountability in schools increased significantly in schools during 2022. Quarterly meetings occurred with the representative working group consisting of office and school experts with the aim of continuous review and planning of functionality of the platform. CEWA owns the Intellectual Property on the AoS platform. With effect from 1 January 2022, CEWA sold the AoS platform and assigned all related intellectual property rights to an external party. <p>The assignment was mainly influenced by the fact that CEWA is not in the business of software development and has limited capacity to bear the risks associated with the ongoing development of the Intellectual Property.</p> <p>Due to this change, CEWA will no longer be reflecting AoS costs in the financials going forward, with the new external party being the sole custodian of costs.</p> <p>The financials mirror this, with nil expenditure incurred towards AoS in 2022.</p>



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 5 - CRM Office Links to Bilateral Reform Agreement</p> <p>Supports aspects of Teacher Workforce – all sectors, p8, by creating a consistent and more accessible database.</p>	<p>This project involves the development of the Microsoft Dynamics and Microsoft PowerApps customer relationship management platform (CRM) which will provide a streamlined single point of contact platform for school contact, engagement, planning and communication. Consultants work with schools to assist in system design, testing and deployment, data migration and related data processing.</p>	<ul style="list-style-type: none"> Continue to work towards digitising all school and office transactions. This will enhance system reporting, cyber security, efficiency and accountability. Target 100% – aspirations achieved but not yet 100%. Partly achieved Enhance engagement between CEWA and schools and between schools in terms of information sharing such as tracking enrolment opportunities across schools, optimised professional development and more effective consumption of office-delivered services – target is as many schools as possible agreeing to participate. Mostly achieved Streamline access to information to enable it to be used in planning and regular reviews – encourage all schools to participate. Achieved Adding further dimensions to a data warehouse incorporating over 50 different emerging and historical data. Achieved 	<ul style="list-style-type: none"> Enable the core CRM application for all schools and office directorates. All primary and about half of the secondary schools have had their demographic data migrated to the new CEWA Cloud. 100% achieved for primary schools; 50% for secondary schools Achieve a minimum 20% reduction in paper-based processes. It is difficult to quantify the reduction in paper usage, but it is over 70% in CEWA offices and close to that in schools. This target is 100% achieved Deliver appropriate training to office staff to drive continual improvement in new platform; quantitative and qualitative data; minimum 100 staff - especially through the continuing work of training coordinators. The work will continue to move staff forward from general familiarity to the more technical aspects of the systems. 100% achieved Deliver appropriate training to school-based staff to enhance business processes; qualitative and quantitative data; min 1000 school staff – see next column re COVID effects. About 50% achieved 	<ul style="list-style-type: none"> Where some targets have not been fully met, this can still be linked to some staff absence issues with COVID. Additionally, the databases of secondary schools are complex, and include links to external agencies, especially from Year 10, 11 and 12. CEWA is satisfied, that given the above issues, that progress is sound, and progressing well.



St Luke's College (Karratha)



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 6 - CEWA Strategic Plan</p>	<p>CEWA developed a strategic plan for 2019–2023 and after much consultation now needs to be embedded in strategic planning in schools. The strategic plan supports all three reform aspects in this work plan – quality and equitable education; enhanced governance and accountability; and upskilling educators and leaders.</p> <p>The project involves using some renowned strategists such as Fullan, to assist CEWA best implement the plan.</p>	<ul style="list-style-type: none"> Develop shared understandings of the CEWA Strategic Directions and Quality Catholic Education within the office and system; align policy and practice to the plan. 100% of schools - achieved Assure gradual commitment to Strategic Directions and Quality Catholic Education across the system including its integration in existing and emerging initiatives, including individual school strategic plans. 100% of schools - ongoing and achieved Align new policy initiatives with Strategic Directions and Quality Catholic Education. Achieved 	<ul style="list-style-type: none"> Run workshops with school leaders to familiarise them with Quality Catholic Education and how it is used as a basis for specific school-based planning; 100% of schools are aware of the plan; qualitative reports from SIAs and ROs; 2 x leaders’ forum events advising 163 Catholic school leadership teams held in 2022 to replace the smaller decentralised 10 roadshow events for 163 Catholic schools leadership teams – occurred in February and July 2022; ongoing office meetings; 3 collective meetings held between SIAs and 5 or so Principals. 100% achieved Align strategic plan to Quality Catholic Education initiative development which commenced in 2020 and 2021; it has been approved by CECWA as of June 2021. Work was undertaken centrally, and with the assistance of external consultants, including Michael Fullan in 2022. 100% achieved Work with schools to develop broad KPIs or targets to measure implementation of the plan; reports on broad school progress. This to be part of the audit of minimum 37 schools – this work was undertaken through liaison between the SIA and school leadership team and has resulted in quality school strategic plans for improvement. 33 schools audited but liaison with others occurred. 100% achieved Produce an evaluation by the end of 2022 outlining ongoing implementation progress. Working group completed this and is being acted on for 2023 through collaborative school-office processes. 100% achieved 	



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 7 - Policy Development and Risk Analysis</p> <p>Links to the Bilateral Reform Agreement</p> <p>Mirrors many of the actions under 'New Public School Review Process' for public schools, p6.</p> <p>Key CEWA requirement under the government System Agreement.</p>	<p>This involves an integrated audit process of schools typically every 5 years or more often as required; it covers system requirements as well as external regulatory requirements, including the System Agreement.</p> <p>Two external auditors liaise with CEWA and visit schools for auditing against the System Agreement.</p>	<ul style="list-style-type: none"> Revised school audit process to assure school compliance with the State System Agreement and other national and state regulatory frameworks – will apply to all schools but specific to the 33 audited in 2022. Achieved System policies and governance structures ensure policies and procedures are contemporary and comply with existing and changing education and regulatory frameworks. Achieved CEWA developed Policy Hub and Risk (formerly PRIME) implemented fully in schools to enhance compliance. Achieved CEWA able to assure appropriate compliance to state government in terms of System Agreement. All schools achieved CEWA policies re-written to meet system and external requirements, especially with the progressive roll out of CEWA Incorporation. Achieved CEWA School Handbook revised in collaboration with schools and shaped in digital format. Achieved 	<ul style="list-style-type: none"> Reports from external school audit consultants; quantitative and qualitative information re activity and any issues with school compliance – all processes followed in 2022. 100% achieved Training school auditors: workshops held with key CEWA staff including SIAs and ROs; meetings held with school Principals; 2 workshops and 20 key CEWA staff involved. 4 sessions held with auditors. 100% achieved Minimum of 37 CEWA schools to be audited in 2022. 33 were audited but 10 follow-up visits – 85% achieved but arguably. 100% achieved CEWA to continue work on policy review and school familiarisation; all CEWA policies reviewed, revised and workshopped with schools and key system personnel; new policy compliance fully embedded in school audit and related processes; policies discussed at 2 leaders' forums all day (163 leadership teams). In addition, 4 meetings were held with CEWA Audit consultant as well as preparation session for schools to be audited – full attendance in 2022. 100% achieved Work on revised CEWA Handbook well under way with proposed completion mid 2022, pushing into new digital form – handbook completed in July. 100% achieved PRIME platform (Policy Hub and Risk App) used by schools. 100% achieved CEWA records management enables audit data to be used in other accountability processes such as school visits, cyclical review. 100% achieved Feedback from government agencies indicates confidence in CEWA compliance processes – the Minister decided not to conduct any external audits in CEWA schools in 2022. 10 routine matters were followed up in 2022, this indicates confidence in CEWA's processes. 100% achieved 	<ul style="list-style-type: none"> The audit of 33 schools is consistent with existing policies of auditing schools every 5 years - 163 CEWA schools. This compares well with previous years when COVID posed issues. New CEWA records management platform enables other audit data to be used in accountability processes such as school visits and cyclical review. School audit process streamlined – data can now be collected and analysed prior to the school visit and triangulated. This has reduced the necessary time in the school.



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 8 – Cultural Competency</p> <p>Links closely to Closing the Gap bold aims; The Bilateral Agreement; and the Mparntwe Declaration on Australian schooling.</p>	<p>CEWA has initiated work on a Cultural Security Framework, including the development of a cultural security learning journey.</p> <p>The focus is on creating a culturally secure system for Aboriginal staff and students. The learning journey will be specifically tailored to CEWA's needs.</p> <p>An initial equity audit will inform the development of the subsequent training component.</p>	<ul style="list-style-type: none"> Increase cultural awareness in school and office staff – target by end 2022, subject to program finalisation . Program not yet rolled out but specific focus on relevant activities and celebrations, including CEWA's RAP has occurred. Achieved Increase responsiveness to the practices, values, needs and aspirations of Aboriginal staff and students. Achieved and ongoing Develop a CEWA cultural security training component to fit specific system needs and align more closely with existing initiatives such as Transforming Lives 2025. Not achieved Attract and retain increased numbers of Aboriginal students and staff – aim 10% increase in staff. Achieved 	<ul style="list-style-type: none"> Number of CEWA staff engaged in the online survey component of the Cultural Security equity audit; breakdown by school type; broad feedback received – aim is 12 schools and about 150 staff. Report fully completed during 2022. 10 schools were eventually involved with the external consultant - 23 office staff; 11 Aboriginal staff; 100 school staff; full review of CEWA practices and policies is underway. 90% achieved Commencement of the development of the training component; feedback from stakeholders – reference group and sample of about 50 school staff. At this stage the components of the School Audit are being processed to decide the best way forward. A framework has been developed. Probably 20% achieved as a model was developed but limited work was produced Anecdotal and other evidence the developmental processes have on schools, and in particular Aboriginal students, including those in boarding facilities – CEWA conducted a full research review of Boarding schools in 2022 which canvassed all boarding students, parents, teachers and origin schools. This was funded independently of NGRSF but nevertheless provided important information and background. The results were presented to National conference and NIAA. 100% achieved 	<ul style="list-style-type: none"> The school-office working party agreed that an external provider should conduct an external equity audit similar to other organisations, to inform the development of a deliverable program. The sample was slightly smaller due to community/school accessibility issues due to COVID. Delivery of the audit was delayed 6 months until December 2022 due to contract novation. CEWA continues to provide information and training on cultural security for existing and new staff using existing resources. This occurred in mandatory induction programs for new staff (230) and ongoing work of the Aboriginal Education Team; specialist induction for Kimberley school staff; and cultural security training for all staff in Aboriginal boarding facilities. Further induction programs for school staff will be informed by the results of the equity audit and be implemented in 2023.





PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 9 - Support for Early Career Teachers</p> <p>Links to Bilateral Reform Agreement</p> <p>Teacher Workforce p8; Early Career Teachers program p7.</p> <p>National initiatives in initial teacher education emerging from Teacher Education Ministerial Advisory Group and the work of AITSL.</p>	<p>This project involves centrally developed and supported programs to support teachers during their first three years of employment, but with a focus on first year appointments. The program involves providing centrally organised professional learning and mentoring to ECTs with a focus on country schools.</p>	<ul style="list-style-type: none"> Increase support for at least 80% of ECTs across all aspects of teaching and school culture. Achieved Establish network opportunities between ECTs and other stakeholders; develop mentoring practices in schools. Achieved Involve school leaders to increase their awareness of contexts facing ECTs; facilitate mentor training workshops. Achieved Assist ECTs to transition to AITSL 'proficient' classification and higher aim is 100% of eligible ECTs Mainly achieved Online webinars and case by case conferencing to support ECTs in program content and mentoring meetings. Achieved Kimberley ECT program is delivered alongside the induction program and fulfils the specific requirements of teaching in the Kimberley. Achieved 	<ul style="list-style-type: none"> Three full days of Professional learning offered to all ECTs; commencing early 2022 and spaced over four country and two metro locations – 285 ECTs involved. 100% achieved Two full days of professional learning for ECTs in their second year of service – delivered in metro and regional locations. 63 2nd year ECTs attended day 4 and 5 of the program. 100% achieved Feedback from schools and ECTs in terms of program impact – surveys for ECTs, mentors and teachers were administered and these indicated high satisfaction levels, particularly for country schools with elements such as networking out of school, professional learning and mentoring being popular. There was agreement the program should be expanded in terms of resources and increased professional leaning. 100% achieved ECTs assisted through TRBWA registration process – 95% were deemed to be proficient or higher in the AITSL Standards. 95% achieved but 100% compared with national data Tracking system used to gather data – this was consolidated to 100% efficiency through the new payroll system. 100% achieved Retention rates of ECTs increases from current levels; review data current rate about 95% but less and variable in Kimberley schools; this is a significant increase for 2022. 100% achieved Schools with ECTs staff have a dedicated mentor to support them; mentors have undertaken the appropriate CEWA mentor training. Reporting on numbers – mentor training provided to 150 mentors – online and 2 central sessions. Mentoring remains a key element of the program, especially for first year ECTs. 100% achieved ECTs in Kimberley schools supported by school mentors, Regional Officer, online and through curriculum consultants during school visits. 100% achieved 	<ul style="list-style-type: none"> 80 schools with ECTs accessed the program. For schools in Perth, Bunbury and Kalgoorlie 5 sessions were delivered to each region; 3 bespoke sessions were delivered to Geraldton schools with 197 total registrations. <p>Within the program, \$131,000 was provided to schools to assist with teacher relief.</p> <p>COVID continued to impact on numbers, especially on availability of ECTs to be relieved from their school.</p>



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 10 - Support for Leadership programs</p> <p>Links to Bilateral Reform Agreement</p> <p>Mirrors many of the public school aims under Support for School Leaders, p7.</p> <p>Links to AITSL Principal standards.</p>	<p>This project is part of a suite of leadership programs offered by CEWA for existing and potential school leaders. It involves a rigorous selection process for a limited number of participants followed by a structured professional learning and mentoring program.</p>	<ul style="list-style-type: none"> Identify personnel who demonstrate leadership capabilities and dispositions – typically about 20 per year. Achieved Build on and support the existing suite of CEWA leadership programs. Achieved Increase the capabilities and qualities of school leaders – and the school improvement outcomes which result. Achieved 	<ul style="list-style-type: none"> A coherent leadership program suite supports leadership development at the emerging, middle and senior levels. Additional programs and support, such as Aspiring Principals, Principal Induction and Kimberley Calling provide growth and development for specific CEWA priorities – total about 100 involved in full suite of programs. The full suite of programs ran in 2022 after COVID-related disruptions earlier, see details below. 100% achieved Number of staff identified - numbers in each program reported. Emerging leaders’ program: 42 across two cohorts; Middle leaders’ program: 25; Senior Leaders’ program: 21; Aspiring Principals’ program phase one: 9; Aspiring Principals’ program phase two: 9. 100% achieved Details of training provided – this continued to be a mixture of centrally organised programs mainly, with support mentoring provided, especially in country regions. Each program had at least 2 professional learning days at the central office; additional support provided by central leadership consultants, SIAs, ROs and Principal mentors. 100% achieved Qualitative assessment of the cohort against quality measures such as the AITSL standards - all courses continued to be based on AITSL standards for school leaders. Courses were evaluated continuously for relevance and nuancing for local relevance particularly regional and remote areas. 100% achieved Feedback from participants re value of the course. Every program continued to collect evaluation and feedback from participants. This continued to be resoundingly positive particularly from emerging and aspiring leaders’ programs in terms of their current and prospective roles. 100% achieved Any evidence that the participants are appointed to some form of leadership role, not just Principal: 3 participants achieved Principalship roles in 2022/3; 5 received other promotional roles in middle/ associate leadership. Participant numbers remain strong for 2023 based on late 2022 EOIs. 100% achieved 	<ul style="list-style-type: none"> Difficulties experienced in 2021 largely through system policy to reduce the number of centrally organised professional learning sessions were not as prevalent in 2022. Some sessions were delivered online but face to face delivery was important. Support from SIAs and ROs was also important in the contextual mentoring process. 2022 was a very robust year for leadership development in CEWA, at all levels.



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 11 - Support for Science, Technology, Engineering, Mathematics (STEM)</p> <p>Links to Bilateral Reform Agreement</p> <p>STEM priority – all sectors. All five dot points p9 involving STEM skills; professional learning; targeted programs low SES schools; endorsed and other resources; age-appropriate pedagogies.</p> <p>National government priority.</p>	<p>This project aims to increase the profile of and student participation in STEM, particularly in primary schools and in smaller secondary schools where the range of STEM subjects might be more limited. It will involve centrally employed STEM consultants working with schools.</p>	<ul style="list-style-type: none"> Raise profile of STEM in schools particularly in primary schools. Aim to liaise with all primary schools. <p>Achieved</p> <ul style="list-style-type: none"> Increase exchange of information across schools. <p>Achieved</p> <ul style="list-style-type: none"> Raise knowledge and capacity of teachers re STEM, particularly in primary schools. <p>Achieved</p> <ul style="list-style-type: none"> Increase access to STEM subjects on the Virtual School Network (ViSN) for CEWA schools. Target 10% enrolment increase - subject increase not achieved; enrolment increase. <p>Achieved</p>	<ul style="list-style-type: none"> Consultants deliver professional learning for teachers working in STEM, particularly in primary schools. Target all primary schools – 25 schools across 3 dioceses were heavily engaged; networks were established, involving 438 teachers. <p>100% achieved</p> <ul style="list-style-type: none"> Schools share their learning on STEM initiatives through networks and showcases – 3 network meetings, 3 showcases held in Perth, Geraldton and Katanning. Governor’s STEM Award for one CEWA school. <p>100% achieved</p> <ul style="list-style-type: none"> STEM resources shared using digital platforms – CEWA consultants sourced, collated and shared quality STEM resources within the STEM Numeracy and Science teams via SharePoint sites. <p>100% achieved</p> <ul style="list-style-type: none"> STEM resources developed in line with the following models: design thinking; engineering process; SciTech problem-based pedagogy; solution fluency. <p>100% achieved</p> <ul style="list-style-type: none"> Professional learning delivered to Geraldton, Bunbury and Perth Dioceses, one day each in Terms 1,2 and 3. <p>100% achieved</p> <ul style="list-style-type: none"> STEM subjects available through ViSN quantitative data: there was a 10% enrolment increase (this involves Year 11 and 12 students only). <p>100% achieved</p>	<ul style="list-style-type: none"> CEWA was represented at a national STEM Award event, ‘MAD – Making a Difference’, as part of the National Catholic Education Commission Conference. <p>3 CEWA Dioceses participated in the CEWA MAD competition and 4 schools were nominated as finalists or category winners, announced during the National Virtual Showcase.</p> <ul style="list-style-type: none"> 5 CEWA primary schools participated in Makers Empire STEM Program which culminated in an online showcase.



St Mary Star of the Sea College (Carnarvon)



PROJECT TITLE	PROJECT DESCRIPTION AND ACTIVITIES	EXPECTED OUTCOMES, BENEFITS OR IMPACTS ACHIEVED OR NOT ACHIEVED	INDICATORS OF SUCCESS	LIST ANY ADDITIONAL OR VARIATIONS OF ACTIVITIES UNDERTAKEN / ACHIEVED OUTCOMES
<p>Project 12 - Transforming Lives Links to Bilateral Reform Agreement Aboriginal Cultural Standards Framework – covers some of the public school priorities as well as CEWA priorities.</p>	<p>Several years ago, CEWA implemented Transforming Lives 2025, a blueprint for improving indigenous education in CEWA schools and offices across areas such as attendance, outcomes, Year 12 completion rates, enrolment, community building, engagement and Indigenous employment. The project will support the work of the Aboriginal Education Team in working towards the targets. A particular focus in 2022 will be improvements in literacy in Kimberley schools.</p>	<ul style="list-style-type: none"> Establish systems and processes for collection, access and use of literacy and numeracy assessment data for Kimberley schools – at least 6 schools. Achieved Provide professional learning to support teachers to use data to improve practice in literacy and numeracy teaching. The minimum of 6 schools was exceeded – 9 schools were involved. Achieved Provide professional learning in EAL/D (face to face and online) for Kimberley staff. Achieved Establish networks of teachers in Kimberley schools with a focus on EAL/D literacy early years and secondary. Mainly achieved 	<ul style="list-style-type: none"> Continue to provide annual progress reports against stated Transforming Lives targets these were provided fully in 2022 and acted on. 100% achieved Systems and processes established for collection of literacy and numeracy data - 100% achieved with new online analytics programs and App. 100% achieved Kimberley staff participate in professional learning in effective use of data to improve outcomes. 6 schools, minimum of 20 staff – 100% achieved through online support and school visitation by consultants. Number of schools increased to 9 and over 30 staff involved. 100% achieved Kimberley staff participate in professional learning in EAL/D. 100% achieved through online learning modules, school visitation, a series of webinars and the ATA conference held in Broome. 100% achieved Increase in the number of Kimberley schools engaged with the EAL/D support program. 6 schools initially with 2 more to be approached. In 2022, 9 schools engaged. 100% achieved Support provided for schools who seek assistance in increasing outcomes of Indigenous students – 70% achieved the scope of this program, given the limited funding, was for a number of Kimberley schools, but the intention to also include CARE schools – some expansion occurred here but not involving RSF support. The reality therefore is closer to 100% achieved given the limited scope of intent. 90% achieved from RSF; 100% achieved in total 	<ul style="list-style-type: none"> In 2022, this program has widened in intent and coverage whereby initial RSF funding has been co-contributed to form a wider CEWA initiative in accordance with the wider Transforming Lives 2025 Strategic initiative. A broad literacy initiative was implemented through consultant visits and online support, including resource production. CEWA is satisfied that considerable progress has occurred across all year levels. A particular focus was on the remote area Kimberley schools and the CARE school in Broome, St Martin De Porres. In 2022, school psychology and students with disability consultants, funded by CEWA, were also supporting schools.



Budget Expenditure

2022

Project Activities	Reform support funding
NCCD	
NCCD	\$341,916
NAPLAN	
NAPLAN	\$381,748
Improving Governance & finance	
Climate Survey	\$284,000
Administration of Schools	\$0
CRM	\$250,000
CEWA Strategic Plan	\$29,172
Policy Development and Risk Analysis	\$410,305
<i>Total expenditure on Minister's priorities</i>	\$1,697,141
Other	
Cultural Security	\$219,338
Early Career Teachers	\$65,786
Support for Leadership	\$80,000
STEM	\$178,464
Transforming Lives	\$40,822
<i>Total expenditure on other projects</i>	\$584,409
Staffing	
Administration of projects	\$0
TOTAL	\$2,281,550



(08) 9380 1800
www.cewa.edu.au