



# Choice and Affordability 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.



# Summary of 2022

Catholic Education Western Australia Limited (CEWA) progressed most projects during 2022 in accordance with the details outlined in the Work Plan, although two projects are now no longer funded by the Choice and Affordability Fund (CAF); rather being funded centrally by CEWA. A third project was funded in a limited manner until about April 2022; responsibility has been assumed by CEWA. This was foreshadowed in CEWA's revised 2022–2025 Work Plan. Further detail will be provided in the overview 'Progress against Agreement and/or Work Plan'.

Progress continued to be driven by a number of important principles which provided a strategic framework for implementing the CAF priorities, and significant progress in 2022 was made. The principles were:

1. **Building on core business and priorities** – funds are used to build on and enhance current and emerging system priorities, including those national initiatives and emerging priorities.
2. **Largely centrally delivered projects** – funding and projects that are organised and delivered centrally by CEWA are generally more strategic, efficient, and sustainable. Notwithstanding this principle, this report indicates significant direct funding to many schools.

3. **Alignment with *Strategic Directions 2019–2023*** – CEWA has a strategic plan which provides directions for the system as well as a plan for improvement of outcomes for Aboriginal students – *Transforming Lives 2025. Quality Catholic Education* is another key framework.
4. **Reporting considerations** – projects are established to have clear key performance indicators (KPI) and sufficient qualitative and quantitative evidence available to support annual reporting, as well as internal evaluation.
5. **Sustainability** – as mentioned in point two above, CEWA is supporting projects in sustainable ways and continuing to embed these in school and system practice.

In addition to the above principles, it is important to note that projects are consistent with the ethos of Catholic education – support for vulnerable communities and maximising access and affordability in meeting parental choice.

Progress in various projects was impacted less by COVID-19 than was the case in 2021, when significant lockdowns occurred especially in remote Aboriginal communities. Schools were still requested to be very cautious regarding employing any further staff due to economic uncertainties and the emerging impact of the Direct Measure of Income (DMI) funding model. Similarly, there was a delay in employing staff centrally. Visits to schools increased in 2022 although online communication became much more embedded, building on the significant investment made by CEWA, including CAF projects described in this report. CEWA remains keen to minimise burden on schools during COVID-19 and online communication via Teams is a positive outcome and reflected in this 2022 report.

Notwithstanding some difficulties from COVID-19, CEWA can report significant achievements, especially in the areas of supporting Aboriginal students and communities – particularly in the Kimberley schools – as well as progress in the broader area of student wellbeing. The report will, for example, highlight significant investment in the area of student and staff wellbeing and the rollout of a best-practice system wellbeing framework. The Child Safety Project, which reported progress in 2021, has made significant progress in 2022 as indicated in the following summaries.

The following tables indicate a successful continuation of the Aboriginal Families as First Educators program; support for Aboriginal Engagement officers; significant advancements in the critical area of student wellbeing and support for Curriculum and Re-engagement Education (CARE) schools.

CEWA is satisfied that all projects in 2022 increased educational quality and opportunity for families as well as preserving choice – which is so vital for vulnerable students and families. CEWA is also satisfied that a substantial evidence base relating to achievement of outcomes and KPIs also occurred.

Regional Transition Assistance funding allocations were made to schools in 2022 as per the agreed Work Plan. Transition Assistance related to the DMI continues to be accumulated with distributions to commence in 2024 as impacts become clearer. The Australian Government Department of Education, Skills and Employment (AGDESE) was also informed of a change to schools who are represented by CEWA as their Non-Government Representative Body (NGRB).

Special Circumstance Funding was allocated to five schools in 2022 for the first time; these will continue in 2023.

## Progress Against Agreement and/or Work Plan

Details are outlined in the Activity Report tables. The following summary links projects undertaken in 2022 to the agreed program priorities as articulated in the Agreement and Work Plan.

In terms of **Priority One - Choice and affordability of schools including facilitating parent choice to meet student needs** – there were two key projects. The Affordable Schools project targeted six smaller primary schools with lower socio-economic communities. Funding enabled the project to continue, with planning for expansion in 2023 occurring. The economic impact of COVID-19 meant that this project supported families to access and/or continue enrolment at Catholic schools. As a measure of success, enrolments in participating schools increased, as did enrolments across the CEWA system. Similarly, the project involving the Virtual School Network (ViSN) was also successful in extending educational opportunities in Years 11 and 12. Many of the schools involved were country and lower Socioeconomic Status (SES) schools where curriculum choice is often limited.

In terms of **Priority Two – transition assistance for non-systemic schools** – discussions are currently continuing with the board chairs of non-systemic school's consequent of CEWA's recent incorporation, and funding arrangements and implications will become clearer. Allocations of accumulated funds will occur in 2024. AGDESE were informed of the four schools for which CEWA ceased to be their NGRB from the end of 2021.

In terms of **Priority Three – special circumstances funding** – not applicable.

In terms of **Priority Four – Strengthening outcomes for schools, and educationally**

**disadvantaged schools and students** – there were four projects delivered in 2022. In keeping with the spirit of this priority, the focus was on supporting the most vulnerable families and addressing issues of educational opportunity and disadvantage. Projects focussed on Kimberley schools with more progress occurring compared with 2021 as access became more possible. AFaFE and Curriculum and Re-engagement Education (CARE) School support was directed towards Kimberley and other schools with high Aboriginal cohorts and vulnerable communities. The IT program made significant progress again, with the consistent use of devices and platforms now uniform in all Kimberley schools. This had a significant impact on student learning and the capacity to liaise with other schools. It also contributed to educator professional learning.

As highlighted earlier in this report and indicated in the approved revised 2022–2025 Work Plan, three projects changed status in 2022. These changes were in accordance with the basic principles listed earlier. CEWA is committed to the principles of subsidiarity; local context; sustainability; and strategic alignment with existing and planned CEWA work. Accordingly:

- St Mary's Follow the Dream has now been subsumed within the school budget, recognising that school staff can now build the mentor support into existing school programs.
- Luurnpa specialist support staff project was implemented to address some short/medium term concerns. The school is funded to cover these salary costs – which are appropriately the ongoing concern of schools. Further, there has been ongoing support from the CEWA Wellbeing Team, the Transition Team, the enhanced capacity of the Transforming Lives

Education Officers and Aboriginal Teaching Assistants (ATA).

- Mentor support project is now subsumed within the Regional Officer and School Improvement Advisors whose work is essentially to support leadership teams. CEWA funds these functions. A small amount of CAF was directed to this project before funding responsibility was assumed by CEWA in April 2022.

In terms of **Priority Five – student wellbeing and support** – four projects continued. As reported earlier in this Report, significant progress was made in the Student Wellbeing Project with the completion and roll-out of an evidence-based best practice wellbeing framework. This was accompanied by an expansion in the number of centrally based wellbeing consultants and expansion of support to schools, noting the increase in demand as the impact of COVID-19 continues. The Child Safety Project also made significant progress as reported later. Substantial outcomes were achieved in the Transforming Lives Engagement Officer project, as statistics in the report indicate. A slight change in direction of this program occurred following discussions with schools and this is reflected in the table following. This refinement assures a more strategic and sustainable approach in the future. For the Support for Ukrainian Refugee Students initiative, five schools were supported, specifically in relation to Ukrainian refugee families. The program will expand in 2023.

In terms of **Regional Transition Funding, the Agreement** outlined that funding would be allocated to smaller regional schools with fewer than 150 students, with allocations commencing in 2022. 23 schools were allocated funding in 2022 and these are reflected in the Activity Report.



# Financial Report

## 2022 Budgeted Funding and Actual Expenditure

Expenditure for 2022 by activity is outlined in the table below. Expenditure for 2022 by school is outlined in Attachment A – CAF 2022 School Level Data Report.

ACTIVITIES / INITIATIVES	EXPENDITURE TYPE	BUDGETED FOR 2022 <sup>1</sup>	ACTUAL SPEND IN 2022 <sup>2</sup>
<b>A – Choice and Affordability</b>			
Affordable Schools	Centralised Distributed	\$0 \$1,052,223	\$0 \$699,875
Virtual School Network (ViSN)	Centralised Distributed	\$41,120 \$308,880	\$53,520 \$296,383
<b>Total for Priority A</b>	<b>Centralised Distributed</b>	<b>\$41,120 \$1,361,103</b>	<b>\$53,520 \$996,258</b>
<b>B – Transition Assistance<sup>3</sup></b>			
Regional Transitional Assistance	Centralised Distributed	\$0 \$408,215	\$0 \$408,215
AEARF Transition Assistance	Centralised Distributed	\$0 \$0	\$0 \$0
<b>Total for Priority B</b>	<b>Centralised Distributed</b>	<b>\$0 \$408,215</b>	<b>\$0 \$408,215</b>
<b>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</b>			
Aboriginal Families as First Educators	Centralised Distributed	\$342,000 \$458,000	\$229,268 \$542,519
ATA Upskilling	Centralised Distributed	\$100,000 \$0	\$0 \$41,688
CARE School Services	Centralised Distributed	\$0 \$110,000	\$0 \$110,000
IT Support Kimberley	Centralised Distributed	\$359,600 \$50,400	\$570,348 \$50,400
Mentoring Rural and Remote Schools	Centralised Distributed	\$35,000 \$0	\$1,808 \$155
<b>Total for Priority D</b>	<b>Centralised Distributed</b>	<b>\$836,600 \$618,400</b>	<b>\$801,424 \$744,762</b>

<sup>1</sup> This must reflect the Agreement or 2022–2025 Work Plan.

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

<sup>4</sup> Transition assistance for regional schools must be separately identified as an activity. Transition assistance for schools that would have been eligible for the National Adjustment Assistance Fund must be separately identified as an activity.



## 2022 Budgeted Funding and Actual Expenditure (cont.)

ACTIVITIES / INITIATIVES	EXPENDITURE TYPE	BUDGETED FOR 2022 <sup>1</sup>	ACTUAL SPEND IN 2022 <sup>2</sup>
<b>E – Student wellbeing and support</b>			
Child Safety	Centralised	\$100,000	\$318,270
	Distributed	\$0	\$0
Transforming Lives Strategy	Centralised	\$375,000	\$211,084
	Distributed	\$0	\$0
Student Wellbeing	Centralised	\$1,155,400	\$789,013
	Distributed	\$0	\$0
Support for Ukrainian Refugee Students	Centralised	\$0	\$0
	Distributed	\$0	\$5,960
Total for Priority E	Centralised	\$1,630,400	\$1,324,327
	Distributed	\$0	\$0
	Administrative costs <sup>4</sup>	\$116,132	\$110,020
	Total expenditure <sup>5</sup>	\$5,011,971	\$4,438,526 <sup>6</sup>
	Deferred funding	\$794,645	\$1,368,090

### Interest earned that is being carried forward to 2023

Interest earned but not spent since last annual report <sup>7</sup> \$0

<sup>4</sup> The NGRB's administrative costs directly associated with implementing the activities. These should not exceed two per cent of total funding over 2020 to 2029. In limited circumstances an NGRB may apply in writing for an increase in allowance.

<sup>5</sup> Sum of centralised, distributed, and administrative expenditure.

<sup>6</sup> The amount recorded in this cell should match the NGRB Acquittal Certificate of funding spent in 2022.

<sup>7</sup> This should include all interest earned to 31 December 2022 that is being carried forward into 2023. Please also include any interest earned in 2020–21 that was not reported in the last CAF annual report which is also being carried forward into 2023.

### Schools' Use of Distributed CAF Funding

CEWA has met its obligation under section 49 of the CAF Guidelines, in requiring that all CEWA schools that received distributed funding have used these for the purposes it was provided.

## Expenditure Profile for 2023–2029

This table reflects the NGRB's planned expenditure over 2023 to 2029 consistent with its CAF Agreement and, where applicable, its CAF Work Plan, with any variations outlined below.

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's total estimated funding allocation as advised by the department	\$6,038,040	\$6,190,145	\$6,375,849	\$6,567,124	\$6,764,138	\$6,967,062	\$7,176,074
NGRB's estimated Regional Transition Assistance funding allocation as advised by the department	\$145,510	\$149,175	\$153,650	\$158,259	\$163,007	\$167,897	\$172,934
Accrued deferred funding from 2020, 2021 and 2022, to be carried forward to 2023 <sup>8</sup>	\$6,073,507						
Accrued interest earned on funds held in 2020, 2021 and 2022, to be carried forward to 2023 <sup>9</sup>	N/A						
NGRB's planned expenditure for the relevant year <sup>10</sup>	\$4,178,132	\$7,512,381	\$7,698,085	\$7,889,360	\$8,086,374	\$8,289,298	\$8,498,310
NGRB's planned regional transition assistance expenditure for the relevant year <sup>11</sup>	\$145,510	\$149,175	\$153,650	\$158,259	\$163,007	\$167,897	\$172,934

<sup>8</sup> Please note this is the amount paid by the Department in 2020, 2021 and 2022, that will be carried forward into 2023. The amount in this row should be attributed as expenditure in a future year(s) in the NGRB's planned expenditure for the relevant year (the row containing footnote 11).

<sup>9</sup> Please note this is actual interest earned that will be carried forward into 2023, where the NGRB's Acquittal Certificate is not addressing the amount (see previous page and information under the heading about interest earned). The amount in this row should be attributed as expenditure in a future year(s) in the NGRB's planned expenditure for the relevant year, in the row below. If no interest is being brought forward in to 2023, please indicate N/A.

<sup>10</sup> Please note this row should include all CAF funding (except amounts spent in 2020, 2021 and 2022) and where applicable, actual interest earned on funds held which is being brought forward in to 2023.

<sup>11</sup> Please note this row is used to monitor the rate of expenditure to ensure agreed proportions of investment are met.



	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB's planned deferred funding for the relevant year to be spent in a future year <sup>12</sup>	\$1,859,908	\$0	\$0	\$0	\$0	\$0	
Accrued deferred funding from the relevant year and previous years to be spent in a future year <sup>13</sup>	\$7,933,415	\$6,611,179	\$5,288,943	\$3,966,708	\$2,644,472	\$1,322,236	

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

### Reason for variations to Expenditure Profile

There have been three variations to projects, which were foreshadowed in CEWA's revised 2022–25 Work Plan which was accepted. These are outlined earlier in this report.

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

<sup>12</sup> Please note this is any amount of CAF funding to be paid by the Department for the relevant year that is not spent in the relevant year. This row should include deferred CAF funding from the amount paid by the Department and, where applicable, for 2023 may include actual interest earned on funds held in 2020, 2021 and 2022 being carried forward into to 2023. For example, an NGRB may plan to defer \$5 million in 2023 and defer another \$5 million in 2024, with the resulting \$10 million to be spent in 2025. This row would show \$5 million in deferred expenditure in 2023, \$5 million deferred in 2024 and then \$0 in 2025.

<sup>13</sup> Please note this is the total amount carried forward to the next year or any subsequent year and will show the cumulative deferred expenditure from the relevant year and/or previous years that has not yet been spent. This row should include deferred CAF funding from amounts paid by the Department and, where applicable, actual interest earned on funds held in 2020, 2021 and 2022, being brought forward in to 2023. Continuing the example in the previous footnote, where an NGRB may plan to defer \$5 million in 2023 and defer another \$5 million in 2024, with the resulting \$10 million to be spent in 2025, this row would show \$5 million in accrued expenditure in 2023, \$10 million in 2024 and then \$0 in 2025.



# Activity Report

## Measuring success of activities / using evaluations for forward planning

CEWA allocates each project to a relevant central Directorate and associated staff. A designated consultant or Team Leader is responsible for the day-to-day management of the specific project, which includes liaison with schools. This provides the opportunity to continuously evaluate projects against the project aims and targets. The consultant responsible for each project is also responsible for collecting the required information for the Annual Report. This model worked well in 2022, as each project developed and the assigned officer galvanised close connections with schools.



CEWA projects typically form part of wider support processes for schools, which enables progress in CAF projects to be linked to, and contextualised within, overall school improvement. For example, CEWA is active in supporting school improvement in Kimberley and other Aboriginal schools. The system wide 'Transforming Lives 2025' strategy and the associated targets provide a collection mechanism and evidence base.

There was an internal and external review, conducted by The University of Notre Dame Australia, for the AFaFE initiative to plan for future improvement. Recent work in school-office data collection has enabled for fine grained school data to be collected quickly, which has also supported evaluation and monitoring processes.



In terms of forward planning, CEWA Executive consider feedback from projects, including liaison with School Improvement Advisors and Regional Officers by September each year, to determine plans and priorities for the following year. This ensures that CAF projects are effective in terms of meeting their aims, are appropriately resourced and complement existing system priorities and existing initiatives.

CEWA also has staff assigned specifically to CAF quantitative, financial and qualitative reporting. All acquittals are signed off by CEWA Executive/ Executive Director.



CEWA is also informed of national initiatives via the National Catholic Education Commission in relation to Education Ministers Meeting, Australian Education Senior Officials Committee and Australian Education Research Organisation papers.

CEWA was very pleased with the progress made in 2022 and looks forward to further quality enhancements in 2023 with the ultimate focus being better outcomes for students.



## ACTIVITY/INITIATIVE

## Affordable Schools Project

## PRIORITY

### A – Choice and Affordability

## ACTIVITY DESCRIPTION

Fees in lower DMI CEWA schools are generally low and Health Care Card concessions also apply. This initiative is continuing the program in six schools, potentially expanding to 13 in future years, where fees are set at a maximum of \$1 per day for all students. This is aimed to increase access and retention. Schools will be funded for the shortfall in fees and this subsidy will decrease as enrolments increase and thereby attract additional state and Commonwealth funding to the school. The aim will be to gradually extend the pilot to other lower SES schools. The schools supported will generally be DMI = 92 OR LESS schools and with at least 50% located in country regions. Schools are included after negotiation with the principal and school council. Funding allocations are calculated on the shortfall which occurs and adjusted by the increase in enrolments and are paid directly to participating schools.

CEWA also provides support for families with a Health Care Card. This enables them to pay a significantly reduced school fee and CEWA

## OUTCOMES

- Increased enrolment in schools especially pre-primary and kindergarten.
- Increased retention of existing students.
- Improvement in financial viability of the school and associated resourcing benefits.
- Stronger family involvement.
- Evidence of students transitioning to CEWA secondary school.
- Evidence of high retention rates in schools re health care card support.
- Informed by evaluation and coupled with school liaison, possible extension to additional schools.

establishes a pool to pay schools a small subsidy to defray some of the costs associated with a loss in fee collection. involves payments on an eligible per capita basis to schools.

Funds under this initiative are distributed to eligible schools to ensure affordability and choice for parents. Annual evaluations occur to monitor school enrolment trends and budgets. New schools which meet the criteria are approached to determine whether they are interested in being supported under this initiative. As schools increase enrolments and become self-sustaining, they withdraw from the program.

## INDICATORS OF SUCCESS

**Schools supported in 2021** – Majella Catholic PS 100; Our Lady of Mercy PS 2701; St Mary's School, Northampton 211; St Joseph's Catholic PS, Pinjarra 176; St Joseph's School, Waroona 193; (3 metro/2 city; all low SES). All but Waroona became self-sustaining due to significant increases in enrolments and therefore withdrew from the program – this is a measure of success.

**Schools supported in 2022** – St Joseph's School, Waroona 193; St Bernard's, Kojonup 146; St Brigid's Bridgetown 151; St Mary's Boyup Brook 127; St Mary's Donnybrook 207; St Patrick's Katanning 2162 (all country schools).

- **Effects on enrolment/retentions** – enrolments across all six schools increased by overall 7% - a strong indicator of success in what are small regional centres with static populations.
- Planning commenced in 2022 to expand the scheme to include more low SES schools in 2023. Schools with a DMI = 92 or less were selected; the process involves negotiation with the principal and school council. It is anticipated that at least four additional schools will join the scheme in 2023.
- **Names and categories of schools receiving Health Care Card support** – all CEWA schools with families on Health Care Cards are entitled to a support. More support per capita is paid to schools with higher proportions of Health Care Card families. 100% of CEWA schools were supported under this initiative and feedback from parents is that HCC support is key in their decision to enrol/remain at the CEWA school. CAF does not fund this, but it sits alongside this program of Affordable Schools.
- **Indications of retention rates as a result of support** – additional enrolments occurred – 7% in 2022.
  - Increased enrolments in participating primary schools mostly saw these students transitioning to CEWA secondary schools where one existed, particularly in some country centres; numbers overall are too small to confidently comment on this transition to secondary schools; some students enrolled in CEWA boarding schools.
  - Overall, CEWA has seen a 5% increase in enrolments across the system in 2022 and the Affordable Schools program has contributed by consolidating past schools and supporting new schools. The program is sustainable, with short term support typically required.



## ACTIVITY/INITIATIVE

## Virtual School Network (ViSN)

## PRIORITY

## A – Choice and Affordability

## ACTIVITY DESCRIPTION

Students in smaller secondary schools – typically in rural and remote regions – are unable to access an extensive range of subjects, in Years 11 and 12. This limits choice and may mean some students will leave the school in pursuit of wider subject ranges elsewhere. ViSN is a virtual learning platform which enables schools to access a range of subjects, including Australian Tertiary Admissions Rank (ATAR), Uniready and Vocational Education and Training (VET). Courses are developed by teachers in other schools and that school then assists in delivering that course to other students. This project seeks to expand ViSN courses and to continue developing resources and provide support for students and professional learning for teachers. Funds will be used centrally to support ongoing expansion in numbers of courses and students involved. Funding will also be used to reduce costs of accessing courses for schools.

In terms of funding allocations, some funds were directed centrally to support the program organisation. Schools were paid to develop new courses and the overall program the program was supported by school charges according to the number of students involved. Schools who supported a teacher delivering the course were eligible for payment and/or could use this as credit towards students in their school who needed to enrol in another ViSN course. Any CEWA school with Year 11 and 12 is eligible to enrol students in a ViSN course.

The outcomes and success indicators show this to be a key equity service for many smaller schools. CEWA also sees ViSN playing an important future role in online delivery given the impacts of COVID-19 and the move by many schools to a blended learning model. The program also helps to address equity issues.

## OUTCOMES

- Increase number of students participating by 15% per year specifically targeting continued enrolments in year 12 and the inclusion of additional CEWA schools.
- Prevent loss of enrolments which might have otherwise occurred due to lack of subject choice.
- Maintain high standards of achievement for students involved in ViSN.
- Provide professional learning for at least 70% of teachers involved in ViSN.
- Increase the range of subjects and resources available, particularly in the languages area.

## INDICATORS OF SUCCESS

- **Number of schools; range of courses** – in 2018 -8 teachers delivered eight courses to 57 students; in 2019 17 teachers delivered 17 courses to 107 students; in 2020 23 teachers delivered 22 courses to 188 students; in 2021 29 teachers delivered 27 courses to 239 students; in 2022 23 teachers delivered 26 courses to 233 students.
- **Names of schools** – Aquinas College 15657; Aranmore Catholic College 12856; Bunbury Catholic College 161; Emmanuel Catholic College 16319; Holy Cross College 27905; Iona Presentation College 15297; Irene McCormack College 15801; John XXIII College 12855; Kearnan College 95; La Salle College 12853; Lumen Christi College 8780; Mandurah Catholic College 13573; Mater Dei College 13 ; Mercy College 17688; Mother Teresa Catholic School 30116; Our Lady of Mercy College 86588; Seton Catholic College 13634; St Clare's School 15659; St Joseph's School Northam 189 ; St Joseph's College Albany 2712; St Luke's College 6831; St Mary's College 16457; St Mary MacKillop College 13781; St Mary Star of the Sea 206– 11 regional and rural schools.
- **Number of students** – total enrolments 233 – 114 Year 11, 119 Year 12. Schools reported that enrolments both provided wider choice for students, but also assisted to preventing students enrolling in another school that might have had wider curriculum choice.
- **Any other quantitative data re: results, completions** – A Student Voice Feedback Survey was held in 2022; Content Delivery – 92% of students indicated they are always or often able to understand what they are required to do in their ViSN lessons. Technology – 79% reported that their teacher always or often used a variety of different technology tools with 94% stating they are always or often confident in how to use the technology tools in their ViSN course; ViSN Teacher – responses were overwhelmingly positive with a vast majority of students indicating that their teachers set clear expectations for their work, gave useful feedback for classwork, assignments and tests and responded to questions in 24 hours. Learner engagement – a small number of students indicated that online studying encourages them to ask more questions than face to face class, but the majority reported that it only sometimes or rarely made a difference. Over 80% indicated they are engaged in their ViSN course; Community building – the majority of students responded that they have an opportunity to collaborate with other students with half the students indicating this happened frequently.
  - Results were generally in line with a student's non-ViSN courses; despite COVID-19 interruptions, teachers were provided with two full days of professional learning, two online development session and undertook a growth planning program in 2022 with 95% attendance.
  - Teachers delivering ViSN courses were provided with extensive professional learning via Teams and webinars; schools were visited by central consultant and support provided as required.



## ACTIVITY/INITIATIVE

## Regional Transition Support

## PRIORITY

### B – Transition Support

## ACTIVITY DESCRIPTION

This initiative involves providing support for regional schools which would be adversely affected by changes to regional school funding loadings. In accordance with National Catholic Education Commission agreements, allocation was withheld for two years, and the three-year accumulated amount distributed to CEWA schools. This was allocated to selected regional schools with enrolments of 150 or fewer students; 23 schools were supported in 2022, with a direct allocation of \$17,748 each.

## OUTCOMES

- Provide direct funding support to selected small regional schools whose funding has been affected by size loading changes; this will assist smaller schools to continue to offer education a choice in certain centres.

## INDICATORS OF SUCCESS

- Schools supported in 2022** – Edmund Rice, Bindoon, 15658; St Mary's, Boyup Brook 127; St Brigid's Bridgetown, 151; St Martin de Porres Broome, 86701; St Michael's, Brunswick Junction 214; Holy Rosary, Derby 2154; St Mary's Donnybrook, 207; Our Lady Star of the Sea Esperance 13997; Geraldton Flexible Learning Centre 28992; Sacred Heart Goomalling 130; St Anne's Harvey 139; St Patrick's Katanning 2162; St Bernard's Kojonup 146; St Thomas More Margaret River 13588; St Mary's Merredin 210; St Joseph's Moora 187; Our Lady of Mt Carmel Mullewa 118; St Matthew's Narrogin 212; St Mary's Northampton 211; St Joseph's Pemberton 190; St Joseph's Southern Cross 192; St Joseph's Waroona 193; St Joseph's Wyndham 194.
- Schools will use funds to meet local needs.

Photo: Edmund Rice College, Bindoon





## ACTIVITY/INITIATIVE

## Curriculum Re-engagement Education (CARE) schools

## PRIORITY

### D – Strengthening outcomes for schools and educationally disadvantaged schools and students

## ACTIVITY DESCRIPTION

CARE schools cater exclusively for disengaged secondary students who typically have mental and social health issues and are significantly disengaged from mainstream education. CEWA currently operates six CARE schools. These schools increasingly require wrap around support from staff such as ATAs, youth workers and social workers. Support for these schools also recognises the particular issues emergent from COVID-19 in terms of family, economic and links to positional student wellbeing. This proposal will involve appointing 1 x ATA and 1 x social worker who will be shared by the metropolitan CARE schools. Support for Broome involves wrap around services etc. Funds were also provided to the Broome school – St Martin de Porres – for part FTE ATA and social/youth worker support.

Photo: Clontarf Aboriginal College, Waterford



## OUTCOMES

- Improved liaison with communities and families.
- Increased provision of therapeutic support for students.
- Increased awareness by staff in how to best support students.
- Increased student engagement.
- Increased capacity to secure related inter-agency support.

In both the metropolitan and Broome CARE school, funds are provided directly to the schools to employ the staff involved. Funds are not centrally distributed. CARE schools in most need and with higher Aboriginal enrolments were prioritised. St Martin de Porres has a smaller number of students and Broome is an area of great need. This project also assists in reaching Closing the Gap targets – education engagement, health and wellbeing.

## INDICATORS OF SUCCESS

- Appointment of and part support for 1 x FTE ATAs for St Clare's 15659 and St Francis' School 30238 - 0.5FTE each – Both appointments had a measurable impact in 2022 in supporting the learning and wellbeing of Aboriginal students in each school. It also enabled more individual support to vulnerable students in SE metropolitan Perth.
- Appointment of and part support for 2 x 0.5FTE youth workers for Clontarf Aboriginal College 5624. These youth workers provided on average an additional 22–26 hours per week of pastoral care support to Aboriginal boarders. This included dedicated time on weekends. There was positive feedback again in 2022 in the support they were able to provide to boarders, including in the liaison role for the boarders returning to their communities at the end of the school year. This was affirmed by follow up research and feedback from a boarding transition program following on from the previous research project.
- Youth workers now work closely with the new Boarding Transition service established by CEWA in 2022 to support all Aboriginal boarding students.
- Appointment of part FTE social worker and health officer at St Martin de Porres 86701 in Broome. During 2022, this person worked closely with students, parents and the wider community. Although enrolments at the school are low, an attendance rate of 75% was achieved, which is very high by Kimberley standards. The youth worker liaised with other schools' ad relevant agencies in Broome as well as the Transforming Lives Engagement Officer. Enrolments remain relatively low. A new premises at the UNDA campus will occur in 2023.
- All schools are now in an enhanced position to identify specific student needs and to engage with outside agencies including health, community services, not for profit family support and training for work programs. CARE schools remain as an important priority for disengaged students.



## ACTIVITY/INITIATIVE

## Aboriginal Families as First Educators (AFaFE)

## PRIORITY

### D – Strengthening outcomes for schools and educationally disadvantaged schools and students

## ACTIVITY DESCRIPTION

This project is a continuation of the program funded by the former Indigenous Advancement Strategy and supports schools and Aboriginal mothers and their children to engage with schools in early childhood settings. It uses the Abecedarian approach in training school staff involved in the program. The project involves schools in country and city locations with pre-school education settings and where Aboriginal Families are enrolled. CEWA engaged a university to conduct a formal review in 2022. The funding will be used to provide training to school staff and salary payments for staff where necessary. Payments are provided to the schools involved for some aspects of the program. A key focus of the program in 2022 onwards is the engagement of parents to schooling in the broadest sense, helping to increase their engagement in the education process; this will have impacts on engagement of their older children at school.

This project also links to Closing the Gap targets particularly discussions with the families around education, early years learning, wellbeing of students, including health and nutrition.

Funds for this project are directed centrally to employ a coordinator and to schools to support training and delivery costs. The schools involved are those that have requested support and include metropolitan and regional schools.

## OUTCOMES

- At least 13 schools to be involved.
- All staff involved to be appropriately trained in program methodology.
- Maximise involvement of Aboriginal families to at least 80%.
- Increase participation and engagement of these families in kindergarten, pre-primary and year one onwards at that school.
- Increase learning and socio-emotional outcomes for children.
- Evaluate program by November 2021; make decisions for 2022 and act on these where appropriate.
- Increase family engagement and knowledge in education in subsequent years of schooling.
- Preference given to employment of Aboriginal assistants in AFaFE schools.

## INDICATORS OF SUCCESS

- **Names of schools in 2022** – Christ the King – Djarindjin, Lombadina 16459, Kururrungku Education Centre, Billiluna 16461, St Joseph's School, Wyndham 194, Warlawurru Catholic School, Redhill 8787, St Joseph's College, Albany 2712, St John Bosco College 30059, Assumption Catholic School 2757, Xavier Catholic School 163, St Joseph's School, Waroona 193, St Michael's School, Brunswick 214, St Joseph's School, Boulder 182, St Mary's College, Broome 16457, St Joseph's Kununurra 175.  
2022 was a difficult year with the combined impacts of COVID-19; health regulations; vaccine requirements; and staff shortages. Community confidence and attendance and much of 2022 – and continuing into 2023 will be aimed at increasing engagement and attendance rates.
- **Demographics of schools** – schools are a combination of country and metropolitan schools, and all are low ICSEA, particularly Kimberley schools. Aboriginal cohort is 99%.
- **Number of staff trained; type of training** – due to COVID-19 training was limited with most 3a training postponed and only directed to those residing in the Kimberley; other centres will receive intensive training in 2023. Constructive peer-to-peer training will continue in 2023. 28 AFaFE staff attended the network day in Broome in 2022. A session on AFaFE was presented at the NCEC Conference, 25 staff are employed in the program and 23 are Aboriginal.
- **Number of children and families** – in terms of adults attending 277 including 30 males and of the total, 130 direct caregivers. Semester 2, 304, of which 39 were males and 145 direct caregivers. In terms of children attending; semester 1, 412 students and semester 2, 507 students. 9% were five years and over and 21% four years.  
There continued to be a strong focus on the transition to kindy and pre-primary. CEWA is a member of the cross-sectoral group Enhanced Transition to Schools (ETTS) which provides consistency of information to families, given the mobility of many families.
- **Qualitative feedback from schools and families** – there was engagement from nearly 90% of families; attendance was over 75% at some stage of the year, aside from difficulties noted; parents engaged well with the program across all schools; teachers/supervisors noted increases in child learning, socialisation and readiness for pre-school and kindergarten; there was increased engagement by parents and understanding of how they can support their child's learning; parents also benefited from networking with other parents. As reported above, notwithstanding the high mobility and transience of many families, transition to formal schooling was enhanced.
- **Ongoing review and planning** – the report from UNDA was received late in 2022, indicating high levels of community satisfaction; the report will inform 2023 planning.

## ACTIVITY/INITIATIVE

## Aboriginal Teacher Assistant (ATA) Up Skilling Program

## PRIORITY

**D – Strengthening outcomes for schools and educationally disadvantaged schools and students**

## ACTIVITY DESCRIPTION

ATAs play an important role in supporting teachers in the learning and teaching program and can also assist in small group and one-on-one learning at the school. This project supports ATAs to study towards higher credentials such as Certificate III and Certificate IV courses, thereby enhancing their education support role as well as enhancing pathways for tertiary study to qualify as a teacher. The program also involves an experienced Aboriginal educator to assist the ATAs in their studies with the University of Notre Dame.

Funds are used to pay the service provider, UNDA for training, support and certification.

The project focusses on Kimberley schools, where ATAs play an important role. Aranmore Catholic College in Perth was also supported due to the cluster of Aboriginal students enrolled.

This project also links to Closing the Gap targets. ATAs play an important role in the education process as well as community liaison to address engagement and attendance.

## OUTCOMES

- At least 20 ATAs enrolled in Certificate III or higher with UNDA.
- At least 75% have good standing at the end of the year – still enrolled and either completed or nearly completed their studies.
- CEWA consultant supports ATAs along with a school-based mentor; partnership enhanced.
- Higher levels of engagement and proficiency of ATAs in classroom support.

## INDICATORS OF SUCCESS

- **Names of schools involved** – St Joseph's, Kununurra 175; Ngalangangpum School, Warmun 16462; Christ the King, Djarindjin Lombadina 16459; St Marys, Broome 16457; Aranmore Catholic College 12856; Kururrungku Education Centre 16461; Sacred Heart School, Beagle Bay 16460; Holy Rosary, Derby 2154; Ngalangangpum School 16462.
- **Number of ATAs involved and credentials completed** – 21 ATAs working towards a credential of Certificate III or IV in Education Support; five ATAs have withdrawn as have left employment, two on parental leave and one on sick leave, two fully graduated with a Certificate III and nine with a Certificate IV in Education Support.
- **Qualitative feedback from principals, ATAs and CEWA consultant** – principals continue to be fully supportive and actively encouraged participation. Each school appointed a mentor – these were either experienced ATAs who had completed the credential or a teacher. ATAs reported positively about the program. Some principals also provided mentoring.
- **Feedback from UNDA trainers** – trainers delivered the course with a weekly TEAMS online session to each school cohort. The use of TEAMS and support and training has been useful. The TEAMS session is combined with at least one visit per term to schools and one full week study block each semester on campus in Broome July 2022. There have been positive trends in student learning as a result of ATA support.
- Classroom support by ATAs was noticeable, particularly in the area of raising the digital literacy of students – now that devices are in all Kimberley schools.
- **Positive good standing** – 77% maintained good standing by year's end – all that remained in the courses – as indicated above, five were withdrawn. CEWA remains committed to this program.





## ACTIVITY/INITIATIVE

# Mentor Support Rural and Remote

## PRIORITY

### D – Strengthening outcomes for schools and educationally disadvantaged schools and students

## ACTIVITY DESCRIPTION

Principals and teachers in rural and especially remote schools are often less experienced and this can impact on overall school improvement. This project will involve the appointment of a number of experienced principal mentors on a per day basis who can assist principals and leadership teams in rural and remote schools. The mentor will work in collaboration with the Regional Officer and will also be available to support Early Career Teachers (ECT) in these schools. The leadership teams will be supported in the induction process before taking up the appointment in cultural competency programs, ongoing school improvement planning, leadership development including with the school leadership team, school strategic planning and community building. Funds are directed to the engagement of a mentor/s plus professional learning and travel costs. No funds are sent to schools. Schools that are supported change according to ongoing need which varies according to the experience of the principal and the type of school involved.



## OUTCOMES

- Raise levels of proficiency of principals and leadership teams.
- Assist ECTs in collaboration with the CEWA ECT program.
- Generally, assist in the whole school improvement process, indicated by improved student outcomes.
- Assist in improving the health and wellbeing of leaders and staff in rural and remote schools.

## INDICATORS OF SUCCESS

- This project was wound down early in 2022; support will continue through the Regional Officer and funded by CEWA – not CAF.
- The limited support to principals and leadership teams occurred funded by CAF, occurred at Luurnpa 4239; Holy Rosary, Derby 2154; and St Joseph's Kununurra 175. The funds covered travel and accommodation. CEWA took over funding in April 2022.
- Supported focused one-to-one mentoring; strategic planning; and compliance with CEWA policies and procedures and external regulatory frameworks. Community building was also a focus.



## ACTIVITY/INITIATIVE

### IT Support Kimberley

#### PRIORITY

#### D – Strengthening outcomes for schools and educationally disadvantaged schools and students

#### ACTIVITY DESCRIPTION

CEWA is implementing new IT systems and processes across all schools. Notwithstanding, problems exist in CEWA's capacity to properly service Kimberley schools for a variety of reasons, including, but not limited to; connectivity issues; different hardware being used; variable IT capacity of staff; and the need for routine in situ maintenance and support. The capacity for students to access reliable internet impacts on learning e.g. NAPLAN online; ViSN. The project aims to standardise hardware in the 13 Kimberley schools; establish a more reliable network access and provide technicians who can visit schools more regularly.

This project is important in establishing greater equity for these schools and their students compared with their metropolitan counterparts. Remote learning will continue to provide important support for these schools. Funds will be used partly to improve infrastructure and connectivity as well as materials for schools.

As stated above, the rationale for school selection was the specific needs of this region. Discussions occurred between the school principals and the digital transformation team at the CEWA central office.

The outcomes of this project will address existing equity issues and address Closing the Gap targets, particularly educational engagement. The scaling up on online learning capacity also addresses issues associated with COVID-19 and creates flexibility into the future.

#### OUTCOMES

- Standardise hardware in Kimberley schools to allow for easier training and support.
- Improve and establish a more sustainable network as a basis for more learning.
- Establish a more frequent and consistent in situ support service to schools.
- Improve learning outcomes for students and access to professional learning for staff.





## ACTIVITY/INITIATIVE

## IT Support Kimberley CONTINUED



Photo: Warlawurru Catholic School, Red Hill / Halls Creek

## INDICATORS OF SUCCESS

- **Names of schools involved** – geolocation, student and staff numbers remained the same in 2022 as for 2021. CEWA continued to provide support, maintenance and staff training. Where numbers increased, additional devices were provided. Where breakages occurred, replacements were provided – St Mary's College, Broome 16457, 52 staff, 756 students; St Joseph's School, Kununurra 175, 12 staff, 161 students; Luurnpa Catholic School 4239, 11 staff, 129 students; Holy Rosary School, Derby 2154, 10 staff, 121 students; St Joseph's School, Wyndham 194, five staff, 71 students; Ngalangangpum School, Warmun 16462, nine staff, 64 students; Christ the King Catholic School, Lombadina 16459, 8 staff, 63 students; Sacred Heart School, Beagle Bay 16460, ten staff, 60 students; Warlawurra Catholic School 8787, five staff, 57 students; Kururrungku Catholic Education Centre, Billiuna 16461, five staff, 50 students; Birlirr Ngawiyiwu Catholic School, Ringer Soak 5625, three staff 30 students; John Pujajangka-Piyirn School, Mulan 16458, three staff, 29 students; St Martin de Porres School, Broome 86701, five staff, nine students.
- **Details of IT hardware and internet services provided** – necessary to support connectivity – Cisco 4451 Router; Aruba CX Next Gen switching; Aruba IAP-315 Instant Wi-Fi; HP Proliant Server; 1556 devices in 2020/26 extra 2021. There was no change in 2022.
- **Details of technical support provided** – no changes from 2021 – FTE staff; schools visited; services provided; issues arising – IT Dynamics and CEWA co-fund an IT support person in the Kimberley which makes a total of 2.0FTE support in 2022; visits to schools planned twice per term and most of these occurred in 2022; CAF funding now means there is an appropriate level of agile IT support for schools and staff, especially given the relative inexperience of many staff. The feedback from schools was that the balance of support from school visits and remotely from the Broome and Leederville offices, worked very well.
- **Qualitative feedback on efficiency of IT processes and outcomes in schools** – see below. Teachers, ATAs and TEOs increased their capacity in 2022 to integrate the IT into classroom learning, at all levels of schooling. It also enabled students and teachers to access more resources and interact with students from other schools to share learning experiences.
  - Tangible evidence of improvement in student outcomes was again evident in 2022. Students now all have access to a device at school as well as enhanced connectivity. Their capacity to access more online learning programs has increased. Teachers report higher levels of engagement as students' confidence grows. One tangible outcome is that in 2022, 100% of CEWA schools again completed NAPLAN online – including Kimberley schools. As more longitudinal achievement data becomes available, it will be included in future reports.
  - Evidence of staff engagement and increasing expertise – principals and staff again reported increasing levels of IT expertise from staff at all levels. TLEOs – see project above – were also upskilled and encouraged to support students and develop data bases. Similarly, the ATA Up Skilling program was delivered mainly remotely on TEAMS, allowing ATAs to become more skilled in supporting student learning.
  - In terms of additionality, in 2022 it is clear that staff now have a common platform on which to work. This now presents as a significant improvement to the disparate ways of working in the past. A common platform allows for consistent presentation of professional learning, sharing across schools and remote support.
  - Kimberley school students now have access to technology commensurate with metropolitan counterparts; this significantly reduces the gap between regional and remote student and those in metropolitan schools.
  - In 2022, the IT support of schools improved with new ICT hardware installed. By accessing current generation switches and wireless networks, school support calls have significantly decreased, allowing IT support partners to focus more on proactive support models.



## ACTIVITY/INITIATIVE

## Student Wellbeing

## PRIORITY

### E – Student wellbeing and support

## ACTIVITY DESCRIPTION

Student wellbeing is a major priority in schools. CEWA currently has a team of school psychologists and child safety consultants to support schools although demand is challenging their capacity to service schools. This project seeks to establish a specialist Wellbeing team consisting of a team leader and three additional consultants to further support schools – staff, students and parents. Funds will be used for staffing; resource development; partnerships. The team will develop a wellbeing framework which will be consistent with the Australian Student Wellbeing Framework, especially in recognising student voice.; provide professional learning, early intervention; coaching to schools; and introduce measurement and evaluation

processes. This project also recognises the likelihood of significant student wellbeing issues as a result of the ongoing health and financial implications of COVID-19 for families, particularly in lower SES communities and amongst vulnerable groups.

The funding under this project will be to partially fund the activities of centrally/regionally based staff to provide direct liaison for schools as outlined above. As part of the rollout and implementation of the wellbeing framework, professional learning was provided to schools in a variety of modes – in schools; centralised meetings; and online.

The development of a specialist wellbeing team and closer integration with the Child Safety Team also featured in 2022.

#### OUTCOMES

- Strategic approach taken to the implementation of the wellbeing framework.
- Resources produced are distributed to schools.
- Partnerships with outside organisations developed.
- Professional learning delivered centrally at CEWA.
- Professional learning delivered to schools.
- Liaison with other CEWA teams.
- Communities of practice developed.
- Team works effectively with teachers and key staff in schools.
- Strategic wellbeing approach is data driven.

#### INDICATORS OF SUCCESS

- 4,470 individual coaching and consultations provided in 2022.
- 64 schools received professional learning in their school.
- 84 principals accessed a total of 174 sessions with consultants in 2022.
- 70 individual staff members attended centralised CEWA training.
- 29 individual staff members trained as Leaders of Wellbeing
- Seven webinars facilitated.
- Strength-based approaches to wellbeing training delivered on three occasions.
- Development of a measurement tool to assess student wellbeing to be offered to all schools in 2023.
- Additional PL developed – Flourishing Classrooms.
- Strategic Wellbeing Implementation Teams Days phase 1 – 50 staff attended over two days.
- Wellbeing resources distributed to all schools – Flourishing Classrooms Rubrics posters and cards, Strengths Cards.
- SharePoint site developed for easy access to current research and useful resources.
- Partnership with The University of Notre Dame further developed; Professional Certificate in Leading Wellbeing and Pastoral Care developed, to be delivered in 2023.
- Relationship built with NSI School Climate provider to access CEWA data.
- School climate data used to identify needs of addressing peer connectiveness in the middle primary level. Evidence based program – URSTRONG – to address these needs identified and 104 staff trained across 25 schools.
- Partnership with Berry Street Education – 57 staff trained.
- 5 schools in NE cluster identified as schools in need for Trauma Informed Practices - training for all staff to occur in 23/24 with schools journeying together as a community of practice.
- 25 schools – 100 educators – trained in the RULER approach – schools working to embed these practices into their culture.
- The Principal Wellbeing Measure was implemented to provide baseline data to strategically plan next steps.
- An inquiry approach was adopted to collect data on the practices to support principal wellbeing and to design pathways to further enhance the wellbeing of this group. A Working Group met regularly to codesign future pathways.



## ACTIVITY/INITIATIVE

# Transforming Lives Engagement Officers (TLEO)

## PRIORITY

### E – Student wellbeing and support

## ACTIVITY DESCRIPTION

This role involves working with families in the community to ensure that the home environment is supportive of the child's education; to increase student engagement and to assist in increasing school attendance. The CEWA 'Transforming Lives 2025' strategy has set specific targets in these areas as well as literacy, numeracy, cultural competence and Year 12 engagement. This project will focus on up to 11 of CEWA's Kimberley schools.

For 2022, a slight change in the direction of the program was instituted. There was an agreed removal of the approximate \$21,000 funding to each school. This was in line where schools would become more sustainable in maintaining the employment of TLEOs from their own budget to continue the important community and school role they play. With a reduced budget, the focus moved to the appointment of central consultants to provide upskilling and capacity building. These consultants are located in Broome.

This project also links to Closing the Gap targets, particularly in regard to engagement, attendance, health, wellbeing and community building.

## OUTCOMES

- 10–11 FTE TLEOs appointed by schools but now funded by the school budget.
- Focus on community liaison with school families and others.
- Assist in increasing school engagement and particularly attendance, ideally approaching or exceeding the 90% threshold.
- Assist in developing personalised learning plans.
- TLEOs also supported by CEWA regional office in Broome by two new consultants, with a focus on professional learning and capacity building.
- Develop greater connections with community agencies.

Photo: Kururrungku Catholic Education Centre, Billiluna Station



## INDICATORS OF SUCCESS

• **Names of schools; locations** – Christ the King CS, Djarindjin Lombadina 77, Birlirr Ngawiyiwu CS, Yaruman 5625, Holy Rosary School, Derby 2154, John Pujajangka-Piyirn School, Lake Gregory 16458, Kururrungku Catholic Ed Centre, Billiluna 16461, Luurnpa CS, Balgo Hills 4239, Ngalangangpum Community School, Warmun 16462, Sacred Heart School, Beagle Bay 16460, St Joseph's School, Kununurra 175, St Joseph's School, Wyndham 194, St Martin de Porres School, Broome 86701, St Mary's College, Broome 16457, Warlawurru Catholic School, Red Hill 8787.

• **Number of TLEOs supported** – total of 14 – with 2 x FTE at St Mary's, Broome and part FTEs in other schools.

• **New appointments and changed roles and achievements** – TLEOs performed a variety of roles depending on the community needs - liaison with parents; support for attendance; learning support with ATAs etc.

The 2022 funds were specifically applied to the engagement of a consultant to specifically to focus on the WA cross curriculum policy; sustainability with the review, development and implementation of an 'on country learning framework – an appointment was finalised Term 2, 2022. A second consultant was appointed to strategically focus on digital learning and pedagogical practices; this person was appointed in term 2, 2022.

In terms of on country learning, the following were achieved:

- Increased engagement by communities and schools;
- Increased discussions with principals, teachers and Aboriginal Teaching Assistants regarding the implementation of two-way learning utilising on-country as the extended classroom; and
- Determination to ensure Aboriginal language and culture programs were present within the 13 schools of the Broome Diocese.

In terms of the digital learning consultant, a range of digital topics has proven to increase engagement and participation within the learning environment. These included coding and robotics, Minecraft, use of Apple products, InDigital – a startup Aboriginal business engaged to support digital learning in the West Kimberley.

• Feedback from the 13 principals involved, has suggested these approaches in upskilling TLEOs has been successful in improving engagement and attendance, with a consolidated school approach.

In a number of families that were disengaged, there has been a greater willingness for these families to connect with the school and in a number of cases, the attendance of children has improved as shown in the following data:

- **Number of families connected with project** – overall, the number of families connected with across the Broome diocese was about 11,00
- **Data on student attendance rates** – these were on average slightly lower than 2021 with the ongoing impact of COVID-19.

- |                                       |                                 |                                     |                                      |
|---------------------------------------|---------------------------------|-------------------------------------|--------------------------------------|
| • Birlirr Ngawiyiwu -about 80% year   | • Kurrungku Ed Centre 54% year  | • Sacred Heart, Beagle Bay 50% year | • St Martin de Porres 83% year       |
| • Christ the King, Lombadina 64% year | • Luurnpa, Balgo 61% year       | • St Joseph's, Kununurra 74% year   | • St Mary's, Broome overall 77% year |
| • Holy Rosary, Derby 75% year         | • Ngaangangpum, Warmun 54% year | • St Joseph's, Wyndham 74% year     | • Warlawurru, Red Hill 44% year      |
| • John Pujajangka-Piyirn 75% year     |                                 |                                     |                                      |

Overall, while these rates are lower than non-indigenous schools, they are considered to be appropriate, especially with the impact of COVID-19.

- **Number of personalised learning plans developed** – work has continued to upskill TLEOs and ATAs with digital skills to assist with creating student profiles and continuing to build relationships between students, teachers and families.
- **Qualitative feedback on community development** – the work of the newly formed Transition Schools Unit has played a significant role in school-community relationship building. TLEOs liaise closely with this unit.



## ACTIVITY/INITIATIVE

## Child Safety Program

## PRIORITY

### E – Student wellbeing and support

## ACTIVITY DESCRIPTION

CEWA already has a Child Safety Policy and team of consultants who are able to visit schools and who also provide some professional learning and training for schools and their staff. There is also a Student Wellbeing Team as outlined in the project above. Both teams are now within the same directorate although this project has a sharper focus on child safety. This project seeks to expand the operation of the team to include supporting the production of resources for schools and especially parents. Part of the project will involve the development of more online resources to replace some of the face-to-face programs such as mandatory reporting professional learning and other programs. The impact of COVID-19 will see difficulties arising in home environments and this is likely to be more observable in lower SES communities. Funds will be directed centrally to the operation of the team and production of resources. All schools will be eligible to access resources and professional learning.

#### OUTCOMES

- Increased capacity to support schools – teachers, students and parents.
- Greater liaison with other CEWA teams such as school psychology; wellbeing; and School Improvement Advisors.
- Development of resources for parents.
- Development of other online resources for schools.

#### INDICATORS OF SUCCESS

- As mentioned under project 10 above, there was a closer association and integration of the work of the Wellbeing Team and the Child Safety Team which has been useful for schools and ensures informed overlap but no duplication. This increased service delivery to schools and in an integrated way.
- Details of training provided and resources produced – new Child Protection Procedures and Mandatory Reporting (CPPMR) online training package and assessment developed which was mandatory for all staff, governing body members, regular contractors and volunteers; all new and existing staff completed this mandatory training
- The partnership with SimLab continued for online simulated training especially for early career teachers – these allowed participants to identify risks and to practise skills in responding to a disclosure both in a group setting and one on one. It was delivered to 196 individual sessions with feedback overwhelmingly positive and expressions of wider availability, not just early career teachers.
- Details of resources produced – a Training and Development Officer was recruited towards the end of 2021 continued in 2022 to create resources to support teachers to implement the Keeping Safe Child Protection Curriculum more effectively. Resource production commenced initially for years 3 to 6 followed by targeted secondary resources; significant resource development occurred in 2022 and these have been made available across the system on the SharePoint site.
- Further resource and professional learning development occurred again throughout 2022 through a partnership with the University of South Australia regarding teacher knowledge and experience in dealing with harmful sexual behaviour in students. Recruitment of teachers occurred during 2022 and continued in 2023. This will be part of a wider project to develop nationally consistent resources for teachers responding to harmful sexual behaviours in students.
- Conference presentations occurred throughout 2022 – Administrators' Conference; Catholic Assistant Principals' Conference; Mental Health Practitioners', Symposium; EA/TA Conference in Geraldton; Positive Education Schools Association.
- Early career teachers presentations – Perth, Kalgoorlie, Geraldton
- Four school planning days with school improvement team.



ACTIVITY/INITIATIVE

## Support for Targeted Refugee Students

PRIORITY

### E – Student wellbeing and support

ACTIVITY DESCRIPTION

CEWA systematically enrolls refugee students across a range of visa categories; in many cases they do not attract State or Commonwealth funding. In any case, schools do not expect fees to be paid where circumstances do not permit. The circumstance that triggered this initiative was the influx, on the Australian Government's policy, of Ukrainian families and their children who needed educational choice. These families were mostly supported by Church agencies. This project provided \$1,500 for each child to support their education at the school. The support was payable to the school to cover non-school fee items such as school books/resources; uniforms; school bags; recommended devices, retreats, swimming lessons etc. Each school was required to keep a record of expenditure for CEWA auditing requirements. This initiative will continue in 2023 with expansion to wider humanitarian visa holders. As mentioned above, the support does not include tuition fees; the system has processes in place to support schools for these.



Photos: Kolbe Catholic College, Rockingham and Aranmore Catholic College, Leederville

#### OUTCOMES

- Provide equity of opportunity for special needs groups in emergency visa categories.

#### INDICATORS OF SUCCESS

- Five schools applied in 2022, involving 11 Ukrainian students; St Francis of Assisi Butler 18040; Loreto Nedlands 17651; Kolbe Catholic College Rockingham 13270; Star of the Sea Rockingham 2163; Aranmore Catholic College seven students 12856 – note this was paid in 2023 due to administrative circumstances.
- Ability of students involved to be provided with more equitable opportunities to be involved in their school of choice.





# Risk Management

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



- CEWA as an incorporated entity – this provided strong governance and oversight of all schools across all four dioceses including common financial and auditing requirements for each school. A refinement/upgrade of policies and procedures occurred during 2022, and continues.
- Auditing and financial requirements are now common across all CEWA schools.
- The school audit and risk procedures mean that 30 schools per year minimum are audited.

- Staff in schools have received support re: financial processes.
- A risk compliance officer was appointed to support all schools in 2022.
- System-wide data collection platform and well-developed online capacity for schools which reduced the impact of COVID-19 by allowing connections via Teams.
- Impact driven projects which built on established, evidence driven understandings; no 'experimentation' - which reduced the possibility of failing to deliver most/all of performance indicators.
- Most projects centrally driven and consistent with system strategic plans and priorities.
- Management model for projects – each project was the responsibility of an office Director and their consultants, and they were responsible for management of the project – check ins with schools occurred.
- Overarching management of the entire program by dedicated central officers – milestone and financial oversight, including quarterly contact with the responsible Director.
- School Improvement Advisors and Regional Officers have an assigned number of schools – CAF updating, and support occurred; liaison occurred with responsible CEWA central staff.
- External reviews of some projects implemented in 2022.

Photos: John Pujajangka-Piyirn School, Lake Gregory/  
Mulan and Edmund Rice College, Bindoon





RISK	HOW THE RISK WILL BE MANAGED
Reporting against projects and success indicators not undertaken adequately.	CEWA has a comprehensive management and compliance process including consultants and managers specialising in the project area. Assessments of projects and budgets occurs regularly. Progress compliance and budget summaries issued quarterly.
Schools fail to implement project initiatives as agreed and specified.	Office consultants, SIAs and ROs in contact with schools; some projects require interim reports; Issues typically identified early, thus enabling intervention; most projects centrally run.
Schools fail to spend or adequately account for funds received; potential wastage of funds.	All schools run common accounting systems and protocols; records examined periodically by CEWA staff; final audit and signoff by Deloitte.
School viability is challenged, threatening engagement in project.	No system school in CEWA would become non-viable such that CAF funds would be compromised; support funding and cross-subsidisation processes exist; monitoring of schools regularly undertaken.
Work plan and CEWA processes are not flexible enough to accommodate urgent imperatives such as special purpose funding or ministerial priorities.	The management processes and oversight are agile and responsive; CEWA has the capacity to urgently reallocate funds or if necessary, run the funding into deficit – with DESE approval – and adjust for the next year. Communication processes with schools are well developed.  Highly qualified and backup staff exist in offices; policies and procedures are well understood; few programs rely on one or two key staff in schools.
Insufficient expertise exists in CEWA to effectively manage projects – office or schools.	All projects closely address program priorities and other national strategically important initiatives; evaluations are undertaken; evidence-based practice used; being mainly centrally run, CEWA can adjust; notwithstanding, local context is important. All central staff are closely briefed on projects under their remit.
Projects become less relevant in terms of contemporary practice and national and local priorities.	Schools closely monitored; capacity to withdraw school if needed; all projects involve numerous/all schools potentially. ROs and SIAs liaise with schools. Adjustments to three projects in 2022 exemplifies strategic agility.
Priorities within a participating school change such that participation is not as relevant.	See above.
COVID-19 significantly impacts on the capacity to deliver project outcomes and success indicators.	CEWA has system COVID-19 contingency and risk management plan, as do all schools. Early issues were around access and a moratorium on hiring; the latter is no longer an issue.
Inadequate school consultation processes exist to ensure needs of schools are met equitably.	Effective school consultation processes are maintained; see section on stakeholder engagement. Most projects provide potential access to all schools.
Projects may become unsustainable without CAF support beyond 2029.	Most projects relate closely to existing strategic plans and school and system priorities; focus in most projects is building long term capacity.





# Key Stakeholders

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

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

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

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

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

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

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

Examples of good practice in schools is shared amongst schools through principal and deputy

principal networks primary and secondary, central consultants, SIAs and ROs. This includes centrally organised showcases, professional learning; school networks and discussions when consultants visit schools.

As an improvement driven organisation, CEWA conducts externally administered evaluations. In 2021, a university research team will be evaluating AFaFE; TLEO; and ATAs; part of this research evaluation will include direct feedback from school staff and this will assist in modifying CAF – and other programs – where appropriate. Actions were considered and where appropriate, implemented in 2022.

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

CEWA has significantly expanded both the student wellbeing and teaching and learning teams in 2022. As reflected in the activity reports, there has been significant liaison with schools, including at -leadership levels. This has enabled projects to be adjusted as necessary to meet both individual and system level needs and responses.

A further significant consolidation in 2022 has been a common data base and online communication platform for schools. This has supported the sharing of ideas and feedback, enabling greater agility within the system. The increase in number of centrally delivered and within-school professional learning also increased in 2022; this further strengthened feedback processes with educators.



STAKEHOLDER	ENGAGEMENT WORK
<p>School principals and leadership teams, typically deputy principals, business managers</p>	<p>Projects largely reflect existing system priorities, those that are relatively common to schools and those in the CEWA Strategic Directions 2019–23 and Quality Catholic Schooling. The following processes are in place to communicate and liaise:</p> <ul style="list-style-type: none"> <li>• Two monthly meetings are held with the principal associations, primary and secondary.</li> <li>• CEWA staff attend and present at leadership associations professional learning days.</li> <li>• Principal associations propose ideas to CEWA Executive</li> <li>• CEWA Strategic Directions and the Quality Catholic Education school improvement framework went through an intensive consultation process ensuring that system priorities are universally agreed – school leadership teams and teachers.</li> <li>• Two leadership forums are held each year involving about 500 participants each; strategic plans and system priorities are discussed.</li> <li>• CEWA Consultants deliver PL in schools, often at whole school activities, shared understandings of strategic priorities.</li> <li>• SIAs and ROs liaise regularly with school leadership teams to develop shared understandings and gather feedback.</li> <li>• School leadership teams develop school strategic plans which align with system strategic initiatives.</li> <li>• Where some degree of certainty about schools to be involved exists, communication with schools and planning occurs as early as possible to support budgeting and planning.</li> <li>• Working Groups exist in relation to a number of projects e.g, ViSN; Wellbeing Framework; school funding and these include school leadership groups, Cultural Security Project has significant school leadership representation.</li> <li>• In the case of CARE school support, funds were provided to explicitly reflect the request of principals In the case of Transition Assistance, planning groups will include school leadership.</li> <li>• Online processes were enhanced in 2022 enabling all schools to provide feedback.</li> <li>• The number of centrally organised PL and in-school contact increased in 2022, further providing opportunities for liaison and feedback.</li> <li>• The CEWA research section continued to engage in 2022 with outside providers such as The University of Notre Dame Australia and Telethon Kids’ Institute to reviews various aspects of operations.</li> </ul>
<p>Families and students</p>	<p>In those projects which are more student or family facing, the nature of the program is informed by feedback from these groups. This has involved formal and informal liaison and examples are ViSN, Wellbeing Framework (including the voice of the child) AFAFE, ATA Upskilling.</p>
<p>Expert community representatives including parents; cultural groups; tertiary institutions; business people; regional representation.</p>	<p>CEWA’s governance mode includes a peak group – Catholic Education Commission of WA as well Standing Committees in areas of Aboriginal education, community engagement; finance and risk; education; religious education. These consist of wide representation including outside the system and while they do not specifically address CAF projects, they are responsible for policy and strategic settings which provide the system framework for school improvement – which is the fundamental aim of CAF. External research provides feedback from stakeholders. CEWA approved 67 research projects in 2022; many of these provided useful feedback for CAF projects.</p> <p>CEWA receives briefings from the National Catholic Education Commission regarding national projects from EMMs and the AERO, as well as cross jurisdictional initiatives, which help inform projects.</p>

## Variations from Agreement / Work Plan

There have been three variations to projects, which were foreshadowed in CEWA’s revised 2022–25 Work Plan which was accepted. These are outlined earlier in this report.

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

## NGRB Annual Report Sign Off

This annual report is submitted in fulfillment of the annual report requirements in sections 50, 51 and 52 of the CAF Guidelines.

### Name and Position of the person signing off on behalf of the NGRB<sup>14</sup>:

Dr Debra Sayce  
Executive Director, CEWA

Date: 12/07/2023

<sup>14</sup> Name and position of the person within the NGRB with authority to sign off.



CATHOLIC  
EDUCATION  
WESTERN AUSTRALIA



(08) 9380 1800  
[www.cewa.edu.au](http://www.cewa.edu.au)