

Choice and Affordability Fund Annual Report

2024



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.



NGRB Ongoing Compliance Declaration

Section 92 of the *Australian Education Act 2013* (the Act) outlines the basic requirements for approval of a non-government representative body for a non-government school.

As such, the Department of Education is seeking confirmation that Catholic Education Western Australia Limited (CEWA) complies with the legislative requirements in relation to monitoring the body's compliance with the Act.

Confirmation you continue to meet basic requirements for approval.

Body corporate

Catholic Education Western Australia Limited was incorporated on 28 June 2019 under the Corporations Act 2001. It is a Company limited by guarantee and registered with the Australian Securities and Investments Commission (ASIC) and Australian Charities and Not-for-profits Commission (ACNC).

Not-for-profit (NFP)

CEWA is a Company limited by guarantee and registered with the Australian Securities and Investments Commission (ASIC) and Australian Charities and Not-for-profits Commission (ACNC). CEWA is established by the Catholic Bishops of Western Australia. Its purpose is to provide Catholic Education for all families who seek it for their children through its system of Catholic schools in Western Australia.

Financial viability

CEWA's Financial Report for the year ended 31 December 2024, has been prepared on a going concern basis, which has been endorsed by the Board of Directors and the Statutory Auditors. On this basis, we confirm that CEWA's income is sufficient to meet current and ongoing operating expenses.

Fit and proper person

The Catholic Education Commission of Western Australia (the Commission) is the governing Board of Catholic Education Western Australia Limited. The Commission is appointed by the Bishops of Western Australia and is mandated to foster the continuous development and improvement of Catholic schools in Western Australia, and to act on behalf of the Catholic community for the benefit of all Catholic school aged children. CEWA is confidently equipped with the relevant skills, knowledge, experience and internal processes required to support schools. Regular reviews of ongoing practices ensure that staff are of sound character, are law abiding and that conflicts of interest are always managed correctly.

NGRB Annual Report Sign Off

This annual report is submitted in fulfillment of the annual report requirements in sections 50, 51 and 2 of the CAF Guidelines.

Name and Position of the person signing off on behalf of the NGRB:

Wayne Bull
Executive Director

Date: 27/06/2025



Summary of 2024

Catholic Education Western Australia Limited progressed most projects during 2024 in accordance with the details outlined in CEWA's revised 2022–2025 Work Plan. Further details will be provided in the overview [Progress against Agreement and/or Work Plan](#).

Progress continued to be driven by several important principles which provided a strategic framework for implementing the CAF priorities. The principles were:

1. **Building on core business and priorities** – funds are used to build on and enhance current and emerging system priorities, including 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 Initiatives 2030 with a focus on Quality Catholic Education*** – a strategic plan which provides directions for the system as well as a plan for improvement of outcomes for Aboriginal students – *Transforming Lives 2025*.
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.
6. **Alignment** with national imperatives such as *Closing the Gap* targets.
7. **Equity** – funds allocated according to need.

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.

CEWA can report significant achievements, especially in the areas of supporting First Nations 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 student and staff wellbeing and the rollout of a best-practice system wellbeing framework. The Child Safety Project continued its rollout in 2024.

CEWA is satisfied that all projects in 2024 further 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. CEWA notes that many projects align with those proposed in the *National School Reform Agreement* as well as the impending *Better and Fairer Schools Agreement*.

Regional Transition Assistance funding allocations were made to 23 schools in 2024 as per the agreed Work Plan. Transition Assistance related to the DMI commenced allocation with 12 schools allocated \$6 million.



Progress Against Agreement and/or Work Plan

Details are outlined in the [Activity Report](#) tables. The following summary links projects undertaken in 2024 to the agreed program priorities as articulated in the Agreement and Work Plan.

In terms of **Priority A - Choice and affordability of schools including facilitating parent choice to meet student needs** – there were two key projects. The Affordable Schools project targeted smaller primary schools with lower socio-economic communities. 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 B – Transition assistance for non-systemic schools** - allocations were made in 2024.

In terms of **Priority C – Special circumstances funding** – not applicable. There were no circumstances which impacted CEWA schools in 2024.

In terms of **Priority D - Strengthening outcomes for schools, and educationally disadvantaged schools and students** - there were four projects

delivered in 2024. 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. Aboriginal Families as First Educators (AFaFE) and Curriculum and Re-engagement Education (CARE) School support was directed towards Kimberley and other schools with high First Nations 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 and significantly addressed equity issues in these schools.

In terms of **Priority E – Student wellbeing and support** – two projects continued. As reported earlier in this Report, significant progress was made in the Student Wellbeing Project with the completion and rollout 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. The Child Safety Project also made significant progress as reported later. The Transforming Lives Engagement Officer project did not continue in 2024. Unfortunately, a suitably qualified officer could not be appointed, and it was also noted that the total expenditure in previous years was very small. Accordingly, the key work of this project was absorbed into the core activities of other teams. The Support for Refugee Students initiative did not continue in 2024, again due to the very small amount of

funding allocated and the fact that many other support arrangements are in place to support disadvantaged students. Advice was also received that this project was not eligible in the special circumstances funding category. Schools used existing funds to support any higher need students, including refugee students. It was also noted that many community-based networks were providing support to refugee students.

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 2024, and these are reflected in the Activity Report.

In terms of **Transition Assistance**, 2024 saw 12 schools receiving \$6 million.

Processes for school consultation and inclusion

As previously mentioned, projects were a mixture of centrally delivered/offered as well as specifically targeted to participating school types and cohorts. Central consultants, School Improvement Advisors (SIA), Regional Officers (RO) and other school-attached staff promoted activities to schools.

Some projects were limited by certain criteria, especially those relating to ICSEA profiles and cohorts/cultures. This is consistent with the overall program aims of enhancing choice and affordability. Notwithstanding this, all other schools could be included and where the project reflected CEWA policy, participation could be mandatory.

CEWA is satisfied that school access was equitable and covered a wide range of schools.

Risk Management

The following table was included in the 2022–2025 Work Plan and was applied during 2024. 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 2024 – and continues.
- Auditing and financial requirements are now common across all CEWA schools.
- Audit procedures are performed on an aggregated basis across all CEWA schools, with materiality assessed at the group level.

Analytical review procedures are conducted over each school, in accordance with AIFRS and CEWA Accounting Policies.

- Staff in schools have received support regarding financial processes.
- A risk compliance officer was appointed to support all schools.
- Legal counsel continued to provide advice in addressing potential risk.
- System-wide data collection platform and well-developed online capacity for schools.
- 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 are 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 2024.

Photos: Our Lady Star of the Sea Catholic Primary School (Esperance) and St Francis of Assisi Catholic Primary School (Butler)





| 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, with 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. |
| Insufficient expertise exists in CEWA to effectively manage projects – office or schools. | 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. |
| Projects become less relevant in terms of contemporary practice and national and local priorities. | 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. |
| Priorities within a participating school change such that participation is not as relevant. | Schools closely monitored; capacity to withdraw school if needed; all projects involve numerous / all schools potentially. |
| COVID-19 significantly impacts on the capacity to deliver project outcomes and success indicators. | Regional Officers and School Improvement Advisors liaise with schools. No impact in 2024. |
| 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 for most projects is on building long term capacity. |





Activity Report

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 CAF Annual Report. This model worked well in 2024, 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 First Nations schools. The system wide *Transforming Lives 2025* strategy and the associated targets provide a collection mechanism and evidence base.



Ongoing work in school-office data collection has enabled 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 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.

Although slightly outside the reporting period, CEWA has engaged in consultation regarding a new *Better and Fairer Schools Agreement*. The three priority areas of that Draft Agreement align closely with ongoing CAF initiatives; this aligns also with CEWA strategic initiatives. Overall, this will assure ongoing effective management and oversight of CAF initiatives. Western Australia is signed to this agreement.

CEWA was very pleased with the progress made in 2024 and looks forward to further quality enhancements in 2025 with the ultimate focus being better outcomes for students.

Photos: Aboriginal Teaching Assistant's Conference, STEMathon at St Joseph's School (Waroona) and Mandurah Catholic College (Mandurah)



ACTIVITY/INITIATIVE

Affordable Schools Project

PRIORITY

A – Choice and Affordability

ACTIVITY DESCRIPTION

Fees in lower DMI CEWA schools are generally low, with Concession Card (CC) discounts also available. CEWA supports families with an eligible Concession Card by reducing school fees and providing schools with subsidies to offset the loss in fee collection. This program has been in effect since 2010 and is funded as a system initiative through the Australian Government recurrent grant.

The Affordable Schools Project commenced in six schools, expanding to further schools. Fees are set at a maximum of \$1 per day for all students to boost access and retention. Schools receive funding to cover fee shortfalls, decreasing as enrolments rise and additional State and Commonwealth funding is attracted.

This project has been extended to other lower SES schools, mainly those with a DMI of 95 or less and 50% located in country regions. Schools join after negotiations with principals and school advisory councils. Funding allocations are based on enrolment increases and fee income shortfall adjustments and are paid directly to participating schools. Funds ensure affordability and choice for parents, with annual evaluations to monitor trends and budgets. Eligible schools are invited to participate in the initiative. A school will no longer receive support once the recurrent funding generated by the new enrolments exceeds the fee support provided through the program.

The Affordable Schools initiative aligns with CEWA's strategic initiatives, boosting enrolments and strengthening viability in primary and secondary schools, especially in regional areas. Positive outcomes include strong collaboration between CEWA consultants and school communities, with positive feedback from participating schools as their financial sustainability improves with increased enrolments and funding.

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.

ACTIVITY EXPENDITURE

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|--------------------------------------|-----------|
| Centralised (Reporting year only) | \$0 |
| Distributed (Reporting year only) | \$595,531 |



Photo: Our Lady of Mercy Primary School (Girrawheen)

INDICATORS OF SUCCESS

Schools supported in 2023 and 2024 included:

Round 1:

Majella Catholic Primary School, Balga (100), Our Lady of Mercy Primary School, Girrawheen (2701), St Gerard's Catholic Primary School, Westminster (165), St Joseph's Catholic Primary School, Pinjarra (176), St Joseph's School, Waroona (193), St Mary's School, Northampton (211).

Round 2:

St Bernard's School, Kojonup (146), St Brigid's School, Bridgetown (151), St Mary's Catholic School, Boyup Brook, (127), St Mary's School, Donnybrook (207), St Patrick's School, Katanning (2162), St Joseph's Catholic Primary, Pinjarra (176)

- Effects on enrolment/retentions – enrolments across all six schools increased by overall 17% since commencing in 2020 (average growth of 3.1% pa) - a strong indicator of success in what are small regional centres with static populations.
- Names and categories of schools receiving Concession Card support – all CEWA schools with families on Health Care Cards are entitled to support. More support per capita is paid to schools with higher proportions of Concession Card families. CEWA schools were supported under this initiative and feedback from parents is that CC support is key in their decision to enrol / remain at the CEWA school. The CC initiative is funded through the Commonwealth annual recurrent funding grant.
- 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 9% increase in enrolments across the system in 2024 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, until schools receive additional funds from the Commonwealth recurrent grant and State Per Capita grants.



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 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. 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 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.

ViSN aligns with system initiatives in providing choice for parents. Currently the Department of Education WA provides similar opportunities through their School of Isolated and Distance Education (SIDE). CEWA schools can access some of SIDE offerings, however costs are in excess of \$4,500 per student and not all courses are consistently available. ViSN therefore provides schools with the ability to offer a wider range of affordable courses in Years 11 and 12, including General and VET opportunities. This has now become more significant as WA Universities continue to provide different pathways for university entry. This now means that parents are more likely to access Year 11 and 12 in their regional home, instead of relocating students to a larger secondary school, typically in Perth.

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 may have otherwise occurred due to lack of subject choice.
- Maintain high standards of achievement for students involved in ViSN.
- Provide professional learning for all teachers involved in ViSN.
- Increase the range of subjects and resources available, particularly in the languages area.
- Make ViSN a sustainable program.

A further important outcome of the ViSN project, has been the upskilling of teachers and schools in the development and delivery of this mode of learning. ViSN not only provides increased breadth of study opportunities but also reflects more flexible and sustainable delivery opportunities. As more schools access the ViSN project, there may be opportunities to expand ViSN in other years of schooling and to meet the needs of our students in more diverse ways.



Photos: Kolbe Catholic College (Rockingham), Mandurah Catholic College (Mandurah) and St Luke's College (Karratha)



ACTIVITY/INITIATIVE

Virtual School Network (ViSN) CONTINUED

INDICATORS OF SUCCESS

- Number of schools; range of courses – in 2018, eight 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. In 2023, 22 teachers delivered 23 courses to 250 students. In 2024, 24 teachers delivered 26 courses to 268 students.
- Names of schools – Aranmore Catholic College, Leederville (12856); Bunbury Catholic College, Bunbury (161); Edmund Rice College, Bindoon; Holy Cross College, Ellenbrook (27905); Iona Presentation College, Mosman Park (15297), Irene McCormack Catholic College, Butler (15801); John Paul College, Kalgoorlie (8783); John XXIII College, Mount Claremont (12855); Kearnan College, Manjimup (95); Kolbe Catholic College, Rockingham (13270), La Salle College, Middle Swan (12853); Lumen Christi College, Martin (8780); Mandurah Catholic College, Mandurah (13573), Mother Teresa Catholic College, Baldivis (30116); Nagle Catholic College, Geraldton (14537), Servite College, Tuart Hill (235); Seton Catholic College, Samson (13634); St Francis’ School, Maddington (30238), St John Bosco College, Piara Waters (30059), St Joseph’s School, Northam (189) ; St Joseph’s College, Albany (2712); St Luke’s College, Karratha (6831); St Mary MacKillop College, Busselton (13781), St Mary’s College, Broome (16457); St Mary Star of the Sea College, Carnarvon (206), St Norbert College, Queens Park (217) – 11 regional and rural schools.
- Number of enrolments in regional areas - total enrolments 154 (Year 11: 114, Year 12: 40). Schools reported that enrolments both provided wider choice for students and assisted in retaining students.
- Any other quantitative data such as results, completions – A Student Voice Feedback Survey was held in 2024, Content Delivery – 85% of students indicated they were always or often able to understand what they were required to do in their ViSN lessons. Technology – 91% reported that they were 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 within 24 hours. Learner engagement – 86% of students indicated that they were given questions that made them think and were challenged by the work given to them in the course.
- Results were generally in line with a student’s non-ViSN courses, with 22% of students receiving an ATAR of 90 or above and 70% receiving an ATAR of 70 or above.
- Results were generally in line with a student’s non-ViSN courses with 18% of students receiving an ATAR of 90% or above and 66% receiving an ATAR of 70% or above. 77% of Year 12 Curtin UniReady students successfully completed the course, with six students gaining a Certificate III in Business. 60% of ViSN ATAR subjects had a combined scaled score above the CEWA mean program in 2024, with 95% attendance.
- Teachers delivering ViSN courses were provided with extensive professional learning. All CEWA secondary and composite schools were visited by ViSN Consultants to provide support, analyse data and to discuss future partnerships.

ACTIVITY EXPENDITURE

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|---|-----------|
| Centralised (Reporting year only) | \$134,197 |
| Distributed (Reporting year only) | \$401,896 |

Centralised expenditure: travel costs for ViSN school review visits conducted by the ViSN Coordinator and Consultants; ViSN camp venue hire; SEQTA Teach monthly licensing.

“ The outcomes and success indicators show this to be a key equity service for many smaller schools. ”



Photo: Aranmore Catholic College (Leederville)



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 2024, with a direct allocation to the school as reflected in the financial summary.

Photo: St Joseph's School, Moora



These funds were critical to the schools involved especially since 22 of 23 schools were small primary schools with limited resources. Although the funds provided were small, schools were able to use the funding to purchase additional resources in supporting students. Most of the schools are low DMI schools and would be eligible to receive additional support through CEWA's co-responsibility arrangements and other CAF funding, where there has been a negative impact on school finances due to changes in the funding model.

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 2024 were: Edmund Rice College, Bindoon (15658); St Mary's Catholic School, Boyup Brook (127); St Brigid's School, Bridgetown, (151); St Martin de Porres School, Broome (86701); St Michael's Catholic Primary School, Brunswick Junction (214); Holy Rosary School, Derby (2154); St Mary's School, Donnybrook (207); Our Lady Star of the Sea Catholic Primary School, Esperance (13997); Geraldton Flexible School, Geraldton (28992); Sacred Heart Catholic School, Goomalling (130); St Anne's School, Harvey (139); St Patrick's School, Katanning (2162); St Bernard's School, Kojonup (146); St Thomas More Catholic Primary School, Margaret River (13588); St Mary's School, Merredin (210); St Joseph's School, Moora (187); Our Lady of Mount Carmel School, Mullewa (118); St Matthew's School, Narrogin (212); St Mary's School, Northampton (211); St Joseph's School, Pemberton (190); St Joseph's School, Southern Cross (192); St Joseph's School, Waroona (193); St Joseph's School, Wyndham (194).

- Schools will use funds to meet local needs with a focus on resources to enhance student learning.

ACTIVITY EXPENDITURE

| | |
|--------------------------------------|-----------|
| Centralised (Reporting year only) | \$0 |
| Distributed (Reporting year only) | \$153,271 |

ACTIVITY/INITIATIVE

Transition Support re-DMI

PRIORITY

B – Transition Support

ACTIVITY DESCRIPTION

An essential feature of the CAF program is a support for schools who have been impacted by the implementation of the DMI as an allocative process for funding. CEWA delayed allocations until 2024. This three-year delay allowed CEWA to identify trends over three years, quantify relative disadvantage, track any enrolment trends, negotiate with school leadership and to assist in any adjustments to budgetary processes to address any issues. Extensive collaboration occurred with leadership teams and 12 schools were supported in 2024, with the total allocation of \$6 million.

The delay in allocations was negotiated with the principals and their school councils. CEWA believes this was a highly effective process which will be continued in regard to the schools that have been supported and any others which may need support into the future.

OUTCOMES

- Collaborative approaches with schools.
- Rigorous identification of need and therefore appropriate allocations of funds; direction of funds to most affected schools.
- Enabling participating schools to minimise cost increases and therefore maintain appropriate choice for parents as well as sustainability of the school.
- Creation of an accepted process among schools as a basis for ongoing review and future allocations.

INDICATORS OF SUCCESS

- Effectiveness of additional funding which in all cases was at least 90% and in most cases 100% of funding shortfall consequent of the DMI methodology.
- Positive feedback obtained by all participating schools and their leadership teams in terms of maintaining quality education and choice.
- Widespread support for the evidence-based approach used to allocate funds amongst all schools, including those who were not significantly disadvantaged.
- School supported in 2024 were: Bunbury Catholic College, Bunbury (161); Corpus Christi College, Bateman (8779); Iona Presentation College, Mosman Park (15297); John Paul College, Kalgoorlie (8783); Kolbe Catholic College, Rockingham (13270); Mandurah Catholic College, Mandurah (13573); Our Lady of Mercy College, Australind (86558); Prendiville Catholic College, Ocean Reef (5359); Sacred Heart College, Sorrento (12854); St Benedict's School, Applecross (144); St Elizabeth's Catholic Primary School, Hocking (29929) and St Luke's College, Karratha (6831).

ACTIVITY EXPENDITURE

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|--------------------------------------|-------------|
| Centralised (Reporting year only) | \$0 |
| Distributed (Reporting year only) | \$6,000,000 |



Photos: St Elizabeth's Catholic Primary School (Hocking) and Corpus Christi College (Bateman)



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 five CARE schools. These schools increasingly require wrap around support from staff such as ATAs, youth workers and social workers. This project involves appointing 1 x ATA and/or 1 x social worker who will be shared by the metropolitan CARE schools.



Funds are provided directly to the schools to employ the staff involved and are not centrally incurred. CARE schools in most need and with higher First Nations enrolments were prioritised. This project also assists in reaching Closing the Gap targets – education engagement, health and wellbeing.

Photo: St Francis' School (Maddington)

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.

CARE schools are an important part of CEWA's strategic initiatives in supporting vulnerable students. Enrolments are typically less than 40 students, with the notable exception of Clontarf Aboriginal College, which has 174 students enrolled. Students in CARE schools require individual attention both in their studies and wider therapeutic support. Social Workers are important in supporting students in wellbeing issues and both St Clare's School and St Francis' School have reported greater wellbeing amongst their students. ATA's also play an important role in assisting First Nations students and do this under the direction of the teacher. ATA's also provide an important link between the school and wider First Nations community. CEWA is currently investigating locations of need for more CARE schools, and it is likely that increased funding will be directed to schools in the future under this initiative.

ACTIVITY EXPENDITURE

| | |
|--------------------------------------|----------|
| Centralised (Reporting year only) | \$0 |
| Distributed (Reporting year only) | \$41,667 |

INDICATORS OF SUCCESS

- Appointment of and part support for 1 x FTE ATAs for St Clare's School (15659) and St Francis' School (30238) - 0.5FTE each – both appointments had a measurable impact in supporting the learning and wellbeing of First Nations 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 hours per week of pastoral care support to First Nations boarders. This included dedicated time on weekends. There was positive feedback again in 2024 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 First Nations boarding students. This continued in 2024, with feedback clearly indicating better outcomes and satisfaction levels for boarding students.
- 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



Photos: St Maria Goretti's Catholic School (Redcliffe)

ACTIVITY DESCRIPTION

This project is a continuation of the program funded by the former Indigenous Advancement Strategy, supporting schools and First Nations 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 First Nations families are enrolled. CEWA engaged a university to conduct a formal review in 2022 and the results were acted upon in 2023 and continuing in 2024. The formal review indicated high satisfaction levels by parents and the wider community. 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 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 First Nations 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 including 2024.
- Increase family engagement and knowledge in education in subsequent years of schooling.
- Preference given to employment of First Nations assistants in AFaFE schools.

ACTIVITY EXPENDITURE

| | |
|--------------------------------------|-----------|
| Centralised (Reporting year only) | \$170,728 |
| Distributed (Reporting year only) | \$650,884 |

Centralised expenditure: part-salary recovery for AFaFE Project Manager; travel costs for AFaFE consultants in playgroup/school visits and reviews.

ACTIVITY/INITIATIVE

Aboriginal Families as First Educators (AFaFE) CONTINUED

INDICATORS OF SUCCESS

- Names of supported schools in 2024** – Christ the King Catholic School, Djarindjin Lombadina (16459), Kururrungku Catholic Education Centre, Billiluna (16461), St Joseph's College, Albany (2712), St John Bosco College, Piara Waters (30059), Assumption Catholic Primary School, Mandurah (2757), Xavier Catholic School, Hilbert (163), St Joseph's School, Waroona (193), St Michael's Catholic Primary School, Brunswick Junction (214), St Joseph's School, Boulder (182), St Mary's College, Broome (16457), St Joseph's School, Kununurra (175), Sacred Heart School, Beagle Bay (16460), St Mary Star of the Sea College, Carnarvon (206), Luurnpa Catholic School, Balgo Hills (4239), St Joseph's School, Moora (187), John Pujajangka-Piyirin School, Mulan (16458), Birlirr Ngawiyiwu Catholic School, Ringer Soak (5625), Ngalangangpum School, Warmun (16462), St Maria Goretti's Catholic School, Redcliffe (200)
- Demographics of schools** – schools are a combination of country and metropolitan schools, and all are low ICSEA, particularly Kimberley schools. First Nations cohort is 99%.
- Number of staff trained; type of training** – in 2024, the AFaFE program employed 34 First Nations staff and six non-Indigenous staff. In 2024, CEWA offered 3a training in Broome with 26 AFaFE staff attending. In addition, in Term 1 an induction session was offered for new AFaFE staff as well as an information session for all Principals and a SharePoint site created offering information and templates. Onsite support continues to be provided with one staff member located in the Kimberley and one in the metro area. An AFaFE advisory committee was established comprising of experienced AFaFE staff from several of playgroup sites who advise, support other AFaFE staff, plan network activities and facilitate PL sessions. Committee members facilitated a presentation at the Early Years conference in March 2024, which was very well received.
- Review of program** – a review was conducted by the University of Notre Dame and results were received in late 2022. Planning was undertaken to make refinements which were implemented in 2023. Most of these were minor delivery adjustments as well as indications of wider delivery in more schools. The expansion to include 19 schools in 2024 is reflective of the requests for expansion.
- Number of children and families** – some sites have experienced low attendance numbers. Most sites, however, were able to increase attendance across the year at a regular level.
 - In terms of adults attending, in Semester 1, 466 adults attended (including 33 males). In Semester 2, 455 adults attended (36 of which were males).
 - In terms of children attending, in Semester 1, 468 students attended, 9% were five years and over and 9% were over four years. In Semester 2, 482 students attended, 10% were five years and over and 17% over 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 80%; 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.
 - The playgroup family survey shows 100% of families value the program and would recommend their playgroup to others. 99% of parents recognise a difference to their child's learning and 99% of parents also recognised the importance of the program for themselves with many commenting on how important it was for their own mental health and support.



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 focuses on Kimberley schools, where ATAs play an important role. Aranmore Catholic College in Perth was also supported due to the cluster of First Nations 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. As reported here under indicators of success, this program experienced continuing unexpected difficulties from the training provider the University of Notre Dame. This resulted in targets not being met as explained. No new enrolments occurred in 2024, and negotiations are occurring with the provider.

Photo: Christ the King Catholic School (Djarindjin Lombadina)

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.

ACTIVITY EXPENDITURE

| | |
|---|----------|
| Centralised (Reporting year only) | \$4,240 |
| Distributed (Reporting year only) | \$56,303 |

Centralised expenditure: payment for management and delivery of Certificate III and IV for students provided by University of Notre Dame Australia.



INDICATORS OF SUCCESS

Students and School Enrolments 2024

New students enrolled in 2024 - 0

Completion of Cert III School Based Education Support - 1

Completion of Cert IV School Based Education Support – 8

The completion students

1 x Christ the King Catholic School, Djarindjin Lombadina (16459)

3 x St Mary's College, Broome (86701)

2 x Sacred Heart School, Beagle Bay (16460)

1 x Holy Rosary School, Derby (2154)

1 x Ngalangangpum School Warmun (16462)

1 x St Joseph's School, Wyndham (194)

- There was an update of the Cert III and Cert IV Education Support by the AQF in 2022, so UNDA had to teach out the course qualifications to those remaining students enrolled. Therefore, we did not enrol any new ATAs in the updated qualifications, Cert IIIs and IVs School Based Education Support in 2023 or 2024.
- UNDA had difficulty in recruiting trainers and a VET Coordinator throughout 2023. None of the positions were filled until the beginning of 2024. The priority for the UNDA trainers in 2024 was to complete the remaining carry over students from 2023. Nine graduated in September 2024.
- During 2024 some ATAs commenced further education; four a Bachelor of Early Childhood Education Degree with Deakin University; two from St Mary's College, Broome (16457) and two from Sacred Heart School, Beagle Bay (16460). Two ATAs commenced qualifications for an Aboriginal Language Teacher qualification with the Department of Education, Western Australia; one from Christ the King Catholic School, Djarindjin Lombadina (16459) and one from St Mary's College, Broome (16457). Another ATA from St Mary's College, Broome (16457) completed a Certificate IV Mental Health. These were funded from the ATA Scholarship Program (outside of CAF).



ACTIVITY/INITIATIVE

IT Support Kimberley

PRIORITY

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

ACTIVITY DESCRIPTION

CEWA has implemented 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.

2024 saw a continuation of work in the previous years.

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 EXPENDITURE

| | |
|---|-----------|
| Centralised (Reporting year only) | \$337,001 |
| Distributed (Reporting year only) | \$60,400 |

Centralised expenditure: extensive IT infrastructure upgrades in the Kimberley, including costs for IT Technician time and labour.



Photo: St Marys College (Broome)



ACTIVITY/INITIATIVE

IT Support Kimberley CONTINUED

INDICATORS OF SUCCESS

- **Names of schools involved** - geolocation, student and staff numbers remained the same in 2024 as for 2023. 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, Balgo Hills (4239): 11 staff, 129 students; Holy Rosary School, Derby (2154): 10 staff, 121 students; St Joseph’s School, Wyndham (194): 5 staff, 71 students; Ngalangangpum School, Warmun (16462): 9 staff, 64 students; Christ the King Catholic School, Djarindjin Lombadina (16459): 8 staff, 63 students; Sacred Heart School, Beagle Bay (16460): 10 staff, 60 students; Warlawurru Catholic School, Red Hill / Halls Creek (8787): 5 staff, 57 students; Kururrungku Catholic Education Centre, Billiuna (16461): 5 staff, 50 students; Birlirr Ngawiyiwu Catholic School, Ringer Soak (5625): 3 staff 30 students; John Pujajangka-Piyirn School, Mulan (16458): 3 staff, 29 students; St Martin de Porres School, Broome (86701): 5 staff, 9 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 2024.
- In 2024, Starlink was provided to four schools in the East Kimberley that do not have a physical connection with the outside world. This has led to a significant improvement in end user experience and integrates well with the networking and hardware provided under the CAF funding.
- **Details of technical support provided** – no changes from 2023 - 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 2.0 FTE support in 2024; visits to schools planned twice per term and most of these occurred in 2024; 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 TLEOs increased their capacity in 2024 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 2024. 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 2024, 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 2024 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 technology commensurate with metropolitan counterparts; this significantly reduces the gap between regional and remote student and those in metropolitan schools.
 - In 2024, 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.
 - In 2024, IT support requests from Kimberley schools continued to significantly decrease due to standardised ICT infrastructure and end user device (iPads). Time to remediation significantly increased due to a standard operating environment. This means more time for teaching and learning tasks.
 - In 2024 a new fleet of iPads were provided to schools as a replacement for the initial fleet. This ensures students and staff have appropriate access to technology and that the devices are fit for purpose.



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, behaviour support consultants 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 and partnerships. The team developed a wellbeing framework which is consistent with the *Australian Student Wellbeing Framework*, especially in recognising student voice, providing professional learning, early intervention, coaching to schools, and introduce measurement and evaluation processes. The funding under this project will be used 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.

ACTIVITY EXPENDITURE

| | |
|--------------------------------------|-----------|
| Centralised (Reporting year only) | \$600,777 |
| Distributed (Reporting year only) | \$0 |

Centralised expenditure: development of *Wellbeing Framework*; external consultant fees - Strategic Advisory support relating to the development and operationalisation of psychology, safety and wellbeing strategic initiatives throughout 2024; salary recovery for Wellbeing Consultants and Psychologists.

| OUTCOMES | INDICATORS OF SUCCESS |
|--|---|
| <ul style="list-style-type: none"> Capacity building through formalised partnerships and internal learning opportunities. | <ul style="list-style-type: none"> Leading Wellbeing in Education Professional Certificate developed and implemented in partnership with Notre Dame University. 56 individual staff members completed course in 2024, with another 35 completing unit one of two. |
| <ul style="list-style-type: none"> Capacity building through coaching and consultation. | <ul style="list-style-type: none"> 3,457 individuals received Central Professional Learning. 43 schools received school based Professional Learning for a total of 64 sessions. Centralised training was delivered in Strengths Based Educators (x3). Aspiring Principals Wellbeing, Assistant Principal Wellbeing (x2), Early Career Teachers (x7) and Regional Network Days (x2). Four webinars facilitated. Six conference presentations. |
| <ul style="list-style-type: none"> Adopting a strategic approach to wellbeing. | <ul style="list-style-type: none"> 23 Coaching sessions were conducted, 156 Consultations to support the development of a strategic approach to wellbeing. Strategic Implementation days Phase 1 and Phase 2 (140 participants from 51 schools). |
| <ul style="list-style-type: none"> Development of a CEWA Wellbeing measure. | <ul style="list-style-type: none"> Wellbeing measure implemented in 15 primary schools and one composite school. |
| <ul style="list-style-type: none"> Development and strengthened communities of practice. | <ul style="list-style-type: none"> Cluster model of staff training to build staff capacity adopted for Berry Street Education Model, URSTRONG and Kimochis. Training delivered as clusters. |
| <ul style="list-style-type: none"> Development of program partnerships | <ul style="list-style-type: none"> 69 schools completed whole staff training in Berry Street Education Model as part of a cluster – 2,675 participants. 56 schools trained staff in URSTRONG friendship strategy in 2024. Impact data showed students developed knowledge of healthy relationships. Five Parent Child U R Strong relationship workshops - 45 schools attended live. Nine schools continuing their RULER subscription, now focussed on implementation in the classroom. Two additional schools commenced training in the RULER approach in 2024. |
| <ul style="list-style-type: none"> Improve principal wellbeing outcomes. | <ul style="list-style-type: none"> 93 principals accessed a total of 170 sessions with wellbeing psychologist in 2024. |



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 provide 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. 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.

ACTIVITY EXPENDITURE

| | |
|--------------------------------------|----------|
| Centralised (Reporting year only) | \$99,273 |
| Distributed (Reporting year only) | \$0 |

Centralised expenditure: part-salary for Project Officer – Child Safe.

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 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 in an integrated way.
- Child Protection Procedures and Mandatory Reporting (CPPMR) online training package and assessment was reviewed and updated. This training is mandatory for all staff, governing body members, regular contractors and volunteers. Completion rates for all new and existing staff are tracked and monitored to ensure compliance; annual renewal assessments undertaken by all staff in 2024.
- CPPMR training specifically for Ministers of Religion was developed and provided across WA.
- Further resource and professional learning development occurred again throughout 2024 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 2023 and continued in 2024. The wider project, using co-design methodology to develop training resources for teachers responding to harmful sexual behaviours in students; commenced in 2024.
- Conference presentations occurred throughout 2024; Catholic Assistant Principals' Conference; Mental Health Practitioners', Symposium.
- Early career teachers' presentations – Perth, Kalgoorlie and Geraldton as part of the ECT induction and ongoing support and mentor program.
- School planning days with school improvement team (x4) continued in 2024, with a particular focus on the Keeping Safe Child Protection Curriculum and related school and parent resources.



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