Choice and Affordability Fund Annual Report

2025

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.

Cover photo: Salvado Catholic College (Byford)
Photo: Prendiville Catholic College (Ocean Reef)

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: Annette Morey
Executive Director

Date: 30 June 2026

Summary of 2025

Catholic Education Western Australia Limited progressed most projects during 2025 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. A Principal Wellbeing Framework was developed during 2025 and rolled out in that year. This recognises the critical role that leadership plays in schools and accords with national priorities.

CEWA is satisfied that all projects in 2025 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 exists. CEWA also notes that many projects align with those in the Better and Fairer Schools Agreement. It is also important to note that a Work Plan for 2026–2027 was developed using the same principles as above and essentially running similar projects; this provides continuity and certainty for schools.

Regional Transition Assistance funding allocations were made to 16 schools in 2025 as per the agreed Work Plan. Transition Assistance related to the DMI continued with 12 schools allocated $5 million.

Photo: St Lawrence Primary School (Balcatta)

Progress Against Agreement and/or Work Plan

Details are outlined in the Activity Report tables. The following summary links projects undertaken in 2025 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. Similarly, the project involving the Virtual School Network (ViSN) was also successful in extending educational opportunities in Year 11. The schools involved were country and lower socio-economic status (SES) schools where curriculum choice is often limited. Online learning also places schools in a strong position to be more flexible in meeting student needs. CEWA plans to progressively increase this project in the future including co-investment.

In terms of **Priority B – Transition assistance for non-systemic schools** - allocations were made in 2025.

In terms of **Priority C – Special circumstances funding** – not applicable. There were no circumstances which impacted CEWA schools in 2025.

In terms of **Priority D - Strengthening outcomes for schools, and educationally disadvantaged schools and students** - there were four projects delivered in 2025. 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), Curriculum and Re-engagement Education (CARE) school support and Aboriginal Teacher Assistant (ATA) projects were directed towards Kimberley and other schools with high First Nations cohorts and vulnerable communities. The IT program for example, 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 continued implementation 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. A wellbeing framework for school principals was also rolled out in 2025 as part of the Student Wellbeing Project; this was an important initiative which recognises the continuing pressure that many principals endure. The Child Safety Project also made significant progress especially in the area of resource production

In terms of **Regional Transition Funding**, the Agreement outlined that funding would be allocated to smaller regional schools with fewer than 150 students. 16 schools were allocated funding in 2025, and these are reflected in the Activity Report.

In terms of **Transition Funding**, 2025 saw 12 schools receiving $5 million.

Processes for school consultation and inclusion

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.

In terms of transition funding, there is considerable liaison between central office and schools to determine specific needs to cover possible funding shortfalls. This includes financial audits, enrolment trends, changes in recurrent expenditure and income and the schools' strategic plan.

Some projects were limited by certain criteria, especially those relating to Index of Community Socio-Educational Advantage (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 2025. 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 2025, and continues. In 2025 a new procurement system was implemented.
- 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 2025.

Photos: Our Lady of Good Counsel School (Karrinyup) and Mater Christi Catholic Primary School (Yangebup)

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. Regional Officers and School Improvement Advisors liaise with schools.
COVID-19 or similar pandemics significantly impacts on the capacity to deliver project outcomes and success indicators.	No impact in 2025.
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 Annual Report. This model worked well in 2025, 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.

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 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 Curriculum Assessment and Reporting Authority 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. The Western Australian Government has signed this agreement.

CEWA was very pleased with the progress made in 2025 and looks forward to further quality enhancements in 2026 with the ultimate focus being better outcomes for students.

Photos: Francis Jordan Catholic School (Currambine), St Peter's Primary School (Inglewood) and St Paul's Primary School (Mount Lawley)

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.

Photo: Our Lady of Mercy Primary School (Girrawheen)

ACTIVITY EXPENDITURE	
Centralised (Reporting year only)	$0
Distributed (Reporting year only)	$1,027,736

This project has been extended to other lower SES schools, mainly those with a DMI of 95 or less and most located in regional areas. 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. Supporting these primary schools also provides an additional feed to secondary schools within the region, thus increasing their sustainability.

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.

INDICATORS OF SUCCESS

Schools supported in 2025 included:

Round 1:

Our Lady of Mercy Primary School, Girrawheen (2701) and 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) and St Patrick's School, Katanning (2162).

- Effects on enrolment/retentions –enrolments across all seven schools increased by overall 17% since commencing in 2020 (average growth of2.64% pa) - a strong indicator of success in what are small regional centres with static populations;
- The increase from 2024 to 2025 was 105 students; two schools had a small decline which was related to economic factors in the region.
- Names and categories of schools receiving Concession Card (CC) 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 4% increase in enrolments across the system in 2025 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 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 to a blended learning model. The program also helps to address equity issues.

ViSN aligns with system initiatives in providing choice for parents. 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.

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.

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.

Photos: St Joseph's School (Northam), Salvado Catholic College (Byford) and Lumen Christi College (Martin)

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. In 2025, 24 teachers delivered 31 courses to 361 students.
- Names of schools – Aquinas College, Salter Point (15657), Aranmore Catholic College, Leederville (12856), Bunbury Catholic College, Bunbury (161), Emmanuel Catholic College, Success (16319), Holy Cross College, Ellenbrook (27905), Iona Presentation College, Mosman Park (15297), Irene McCormack 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 School, Baldivis (30116), Nagle Catholic College, Geraldton (14537), Our Lady of Mercy College, Australind (86558), Salvado Catholic College, Byford (30302), Seton Catholic College, Samson (13634), 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 Martin de Porres School, Cable Beach (86701), St Mary's College, Broome (16457), St Mary Star of the Sea College, Carnarvon (206) and St Norbert College, Queens Park (217) – nine regional and rural schools.
- Number of enrolments in regional areas total enrolments - 238. Schools reported that enrolments both provided wider choice for students but also assisted in retaining students.
- Any other quantitative data such as results, completions – A Student Voice Feedback Survey was held in 2025. Content Delivery: 89% of students indicated they were always or often able to understand what they were required to do in their ViSN lessons. Technology: 85% 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: 87% 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 10% of students receiving an ATAR of 90% or above and 64% receiving an ATAR of70% or above. 70% of Year 12 Curtin UniReady students successfully completed the course, with 13 students gaining a Certificate III in Business. 21% of ViSN ATAR subjects had a combined scaled score above the CEWA mean program in 2025.
- 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	
Centralised (Reporting year only)	$98,304
Distributed (Reporting year only)	$511,984

Centralised Expenditure included: 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: Emmanuel Catholic College (Success)

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 less students; 16 schools were supported in 2025, with a direct allocation to the school as reflected in the financial summary.

These funds were critical to the schools involved as all of the schools were small primary schools with limited resources. Although the funds provided were small amounts, schools were able to use the funding to purchase additional resources to support 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.

Photo: St Mary's School, Donnybrook

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 2025 were St Mary's Catholic School, Boyup Brook (127); St Martin de Porres School, Cable Beach (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 Patrick's School, Katanning (2162); St Bernard's School, Kojonup (146); St Mary's School, Merredin (210); Our Lady of Mount Carmel School, Mullewa (118); St Mary's School, Northampton (211); St Joseph's School, Pemberton (190); St Joseph's School, Southern Cross (192); 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)	$157,101

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 allocation 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 2025, with the total allocation of $5 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 for 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 2025 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

Centralised (Reporting year only)	$0
Distributed (Reporting year only)	$5,000,002

Photos: Corpus Christi College (Bateman) and Bunbury Catholic College (Bunbury)

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 three CARE schools. These schools increasingly require wrap around support from staff such as Aboriginal Teaching Assistants (ATA's), 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. CARE schools in most need and with higher Aboriginal enrolments were prioritised. This project also assists in reaching Closing the Gap targets – education engagement, health, and wellbeing.

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 interagency 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 145 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 and St Francis School have reported greater wellbeing amongst their students. ATA's also play an important role in assisting Aboriginal students and do this under the direction of the teacher. ATA's also provide an important link between the school and wider Aboriginal 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)	$53,045

INDICATORS OF SUCCESS

- Appointment of and part support for 1 x FTE ATAs for St Clare's School, Lathlain (15659) and St Francis' School, Maddington (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, Waterford (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 2025 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 2025, 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. 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. The project also accords with the *Alice Springs (Mparntwe) Declaration* with a strong emphasis on early learning and community involvement.

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 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)	$200,064
Distributed (Reporting year only)	$447,384

Centralised Expenditure included: 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 2025 –** Kururrungku Education Centre, Billiluna (16461), St Joseph's College, Albany (2712), St John Bosco College, Piara Waters (30059), Xavier Catholic School, Hilbert (163), St Joseph's School, Waroona (193), St Michael's Catholic Primary School, Brunswick (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 (4239), St Joseph's School, Moora (187), John Pujajangka-Piyrin School, Mulan (16458), Birlirr Ngawiyiwu Catholic School, Ringer Soak (5625), Ngalangangpum School, Warmun (16462), St Maria Goretti's Catholic School, Redcliffe (200), Christ the King Catholic School, Djarindjin Lombadina (16459) and Assumption Catholic Primary School, Mandurah (2757).
- **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 2025, the AFaFE program employed 33 First Nations staff and eight non-Indigenous staff. In 2025, CEWA offered 3a training On Country in Warmun with 15 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 including information and templates. In September AFaFE staff participated in the First Nations Educators conference which provided professional learning led by prominent First Nations educators from across Australia.

  Onsite support continues to be provided through visits as required. An AFaFE advisory committee comprising of experienced AFaFE staff from several of playgroup sites advise, support other AFaFE staff, plan network activities and facilitate PL sessions.

  Committee members facilitated a presentation for National Catholic Education Commission with staff from Moort Waabiny recognised nationally as exemplary educators and staff from Goornoorngoogam Boorroo Daam playgroup receiving an award for their integration of language and culture.
- **Review of program** – this was conducted by the University of Notre Dame and results were received later in 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.

  In negotiations with Djarindjin Aboriginal Corporation (DAC), it was decided that the playgroup at Christ the King Catholic School at Djarindjin Lombadina will now be operated by DAC. In addition, Assumption Catholic Primary School ceased operation in semester 2 2025. In 2026, CEWA will investigate new sites for operation to replace these groups and for possible expansion to other locations.
- **Number of children and families** – some sites have experienced low attendance numbers. Most sites, however, were able to increase attendance across the year.
  - In terms of adults attending term 1, 226 adults attended (including 21 males). In term 2, 223 adults attended (including 21 males). In term 3, 242 adults attended (including 23 males) and in term 4, 221 adults attended (including 22 males).
  - In terms of children attending, in term 1, 211 students attended, in term 2, 221, term 3, 211 and term 4, 249. 9% of students were four and over. In semester one, 7% of students attending were 5 and over and in semester two this increased to 12%.
  - There continued to be a strong focus on the transition to kindy and pre-primary. 35 children are transitioning to kindergarten in 2026. Where possible, to assist families with the transition, playgroups provide backpacks with clothing and book list items required for kindergarten. 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. 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. The Project is rebuilding after experiencing difficulties from the training provider, the University of Notre Dame, which had significant staffing issues in 2023 and 2024, resolved in 2025. This resulted in targets not being met, particularly the level of enrolment.

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)	$43,496
Distributed (Reporting year only)	$12,766

Centralised expenditure included: 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 2025

New students enrolled in 2025 – 13

Completion of Cert III School Based Education Support – 0

Completion of Cert IV School Based Education Support – 4

One student left employment.

Seven students continuing in 2026.

The completion students:

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

- 2025 some ATAs commenced further education:
  - one a Bachelor of Early Childhood Education Degree with Deakin University; from St Mary's College, Broome (16457);
  - two ATAs commenced qualifications for an Aboriginal Language Teacher qualification with the Department of Education, Western Australia; and
  - two from Sacred Heart School, Beagle Bay (16460).

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 onsite 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.

2025 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)	$377,671
Distributed (Reporting year only)	$50,400

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** – the same CEWA schools were supported in 2025 in terms of maintenance and staff training. Number of students increased in these schools and as a result additional devices were provided. Where breakages occurred, replacements were provided. Schools included – St Mary's College, Broome (16457), 55 staff, 823 students; St Joseph's School, Kununurra (175), 15 staff, 122 students; Luurnpa Catholic School,Balgo Hills (4239), 11 staff, 101 students; Holy Rosary School, Derby (2154), 10 staff, 113 students; St Joseph's School, Wyndham (194), 5 staff, 45 students; Ngalangangpum School, Warmun (16462), 9 staff, 62 students; Christ the King Catholic School, Djarindjin Lombadina (16459), 8 staff, 44 students; Sacred Heart School, Beagle Bay (16460), 10 staff, 78 students; Warlawurra Catholic School, Red Hill (8787), 5 staff, 44 students; Kururrungku Catholic Education Centre, Billliuna (16461), 5 staff, 46 students; Birlirr Ngawiyiwu Catholic School, Ringer Soak (5625), 3 staff 39 students; John Pujajangka-Piyirn School, Mulan (16458), 3 staff, 34 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; 1,556 devices were provided in 2025.
- In 2025, Starlink continued to be 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 2024 – 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 2025; visits to schools planned twice per term and most of these occurred in 2025; 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 and ATAs increased their capacity in 2025 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 2025. 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 2025, 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 addition, in 2025 and moving forward 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 school 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 2025, the IT support of schools improved with new ICT hardware installed/updated. 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 2025, IT support requests from Kimberley schools continued to slightly decrease due to standardised ICT infrastructure and end user device (iPads). Time to remediation significantly decreased 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; In 2025, additional devices were provided to meet increased enrolments. 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 establishes 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. 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)	$531,730
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 2025; salary recovery for Wellbeing Consultants and Psychologists.

OUTCOMES	INDICATORS OF SUCCESS
• Capacity building through formalised partnerships and internal learning opportunities.	• Leading Wellbeing in Education Professional Certificate developed and implemented in partnership with Notre Dame University. 20 individual staff members completed course in 2025.
• Capacity building through coaching and consultation.	• 29 schools received school based Professional Learning for a total of 38 sessions. • Centralised training was delivered to cohorts including Aspiring Principals, Assistant Principals, Early Career Teachers x 9, Regional Network Days x 2, and Women in Leadership. • conference presentations. • 35 coaching sessions conducted. • 143 consultations to support schools with their strategic approach to wellbeing. • Strategic Implementation days Phase 1 and ongoing (107 participants from 33 schools.
• Implementation of a CEWA wellbeing measure.	• Wellbeing measure implemented in 46 CEWA schools.
• Development of program partnerships	• 71 schools (whole staff) participated in Berry Street Education Model Training of which 66 have completed all modules. • Wellbeing implemented teams from 40 schools (150 participants) commenced training in the Educator Certificate in Visible Wellbeing. • Wellbeing measure developed, piloted and fully implemented in 2025. • 82 schools have partnered with URSTRONG in 2025 implementing a friendship strategy. Many schools are capturing impact data showing students have developed knowledge of healthy relationships. • Supported five Parent Child U R Strong relationship workshops. • Supported 10 schools with their RULER subscription in 2025. • Four Kimochis training sessions were facilitated with face to face and online opportunities engaging 121 early years educators. 13 schools engaged in a centralised parent education session.
• Improve principal wellbeing outcomes.	• 71 principals accessed a total of 136 sessions with wellbeing psychologist in 2025. • Principal Wellbeing Strategy developed.

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)	$140,014
Distributed (Reporting year only)	$0

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

OUTCOMES
• Details of training provided, and resources developed. • 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 other online resources for schools.

INDICATORS OF SUCCESS
• Child Protection Procedures and Mandatory Reporting (CPPMR) online training package and assessment reviewed and updated. • Conference presentations occurred throughout 2025: Catholic Assistant Principals’ Conference, Mental Health Practitioners’ Symposium and Positive Education Schools Association. • As mentioned above, there was continuing 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 maintained service delivery to schools and in an integrated way. • Resources created to support teachers to implement the Keeping Safe Child Protection Curriculum more effectively. Resource production commenced initially for Year 3 to 6 followed by targeted secondary resources; significant resource development occurred in 2025. • Resources for Kindergarten through to Yr 6 have been made available across the system on the Child Safe SharePoint site. Resources for Yr 7–10 are also being developed.

Back cover photo: Sacred Heart Primary School (Thornlie)

CATHOLIC EDUCATION
WESTERN AUSTRALIA

(08) 9380 1800
cewa.edu.au

20260915